

UBEA

Business Education

Forum

JANUARY, 1952
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UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

Teaching Aids

- GIBSON
- HAAS
- JOHNSON
- SMITH
- SPECIOSA
- THOMPSON
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Contents

EDITORIALS:

- Teaching Aids in Business Education Are Realistic—*Mary Bell* 7
 Experimentation in the Use of Modern Teaching Aids—*Lewis R. Toll* 7
 Four Responsibilities We Should Not Shirk—*Earl G. Nicks* 43

THE FORUM:

- Effective Use of Modern Teaching Aids in Business Education—*R. G. Walters* 9
 One Showing is Worth 100 Tellings—*Kenneth B. Haas* 12
 Teaching Aids for Business Communication—*Jodie Smith* 14
 Effective Use of Modern Teaching Aids in Bookkeeping—*E. Dana Gibson* 16
 The Effective Use of Modern Teaching Aids in Typewriting—*Sister M. Speciosa* 19
 Specimens and Exhibits in Consumer Education—*Robert J. Thompson* 21
 Modern Teaching Aids in Secretarial Subjects—*Sigrid M. Johnson* 23

UNITED SERVICES:

- The Voice Recorder as a Teaching Device in Shorthand—*Nelda Snow* 27
 Individual Differences in Typewriting—*Christine Stroop* 28
 Today's Industrial Accountant—*J. H. Lapperre* 29
 Let's Get Down to Earth in Clerical Office Practice—*Marion F. Diamond* 31
 Oregon Offers Vocational Education for the Distributive Occupations—*Theodore Pierson* 32
 Teaching Business Law—*Stephen J. Turille* 33
 Co-operation With Business—*Louise Henderson* 35

UBEA IN ACTION:

- Headquarters Notes—*Hollis Guy* 4
 News, Plans, and Programs 45

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS:

- Area, State, and Local Associations 46
 Regional Associations 46

FBLA FORUM: 49

INDEX TO ADVERTISERS: 50



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UBEA

1201 SIXTEENTH STREET N. W., WASHINGTON 6, D. C.

HEADQUARTERS NOTES

Washington, D. C., January—With the new year now at hand and with more and more demands placed on business education because of the defense program, we can all hope that 1952 will be a year in which UBEA can expand its services. This, as you know, is the sixth year that business teachers have had a "Headquarters" and it should be one in which the results of long-range plans will be increasingly evident.

As with all professional associations, the publications program is an important service to the members. Upward adjustment in postage, printing, and the like during the past months have been offset by an increased membership. It is hoped that additional memberships entered between now and May will continue to offset these higher costs and thereby make it possible to keep the membership dues at the present level.

● The UBEA proposal for unification is being carried forward with the organization of District 5 as the Mountains-Plains Region of UBEA. The UBEA Committee on Cooperation continues its negotiations with EBTA and NTBA within the general contour of the plan developed by the joint committee of the existing regional associations. The newly elected officers of the Southern Business Education Association are taking over their responsibilities this month, and the Executive Committee of the Western Business Education Association is completing plans for the April meeting.

● Under the ruling recommended by the UBEA National Council and adopted by the Representative Assembly in San Francisco, memberships now entered will begin the first of the month following the arrival of the application at headquarters. This ruling is necessary because the Association cannot afford to tie up membership dollars in surplus copies of the FORUM.

We realized that many members remitting late this year would be disappointed when they failed to receive the October issue of the FORUM; therefore, we ordered fifteen hundred additional copies and notified those members who had not remitted that we would reserve their copies until October 20. A number of new members requested the October issue and were placed on the "stand-by" list until the October 20 deadline. We hope that members, both old and new, will understand why the back issues of the October and November FORUM are no longer available on current membership.

● Florence Thompson who is responsible for our membership files here at headquarters wants to remind you that it would save hours of valuable time and expense to the Association if all members who request a change of address will give the previous address as well as the new one. Mailing plates must be kept alphabetically by cities within the states. This means that the processing of a change or a renewal requires only a few minutes if Mrs. Thompson can go directly to your address at which you received your last issue of the FORUM. Also, if you are renewing your membership, please check in the space provided on the application or write the word "Renewal" if your membership application is given to a state or local representative.

● If you are one of the seven hundred persons whose membership expires in February, please do not wait for a renewal notice. Your membership will be extended from the date of expiration if remittance is received prior to February 28. Should your remittance arrive during the last half of February, there will be a delay of one to two weeks in the mailing schedule of your copy of the March FORUM. Mailing lists are compiled and sent to the printer fifteen days in advance of the month of publication; other second-class mailings are made on the first and third Saturday of the month.

● UBEA is called on frequently to send one or more representatives to various national conferences. Since the budget of the Association does not provide funds for expenses of representatives, we are forced to decline many of the invitations unless a business teacher can be named who lives in the conference city or who will assume the conference expense.

Belated recognition is given at this time to Peter L. Agnew, New York University; Edwin A. Swanson, San Jose (California) State College; and E. C. McGill, Kansas State Teachers College, who participated in the annual conference sponsored by the National Commission on Teacher Education and Professional Standards. The conference was held at Stanford University. Dorothy H. Veon, Pennsylvania State College, represented UBEA at the New York Conference on Women in the Defense Decade. Although an official representative of a local group, Gladys Johnson of Little Rock (Arkansas) Senior High School was the UBEA participant at the Sixth National Conference on Citizen-

ship. The citizenship conference sponsored by the U. S. Department of Justice and the National Education Association is held annually in Washington.

● The NEA JOURNAL staff has generously proposed a series of articles on departments beginning with the January issue. The current feature is a "Departmental Directory" which includes photographs of the presidents and executive secretaries of the various subject-matter organizations and special interest groups identified with the National Education Association.

If you have not already sent your suggestions for the business education articles to be scheduled in the 1952-53 issues of the JOURNAL, please do so today. Manuscripts should not be sent except on invitation.

● Allie Dale Lambert, Tulsa, Oklahoma; Kathleen Griffin, Reno, Nevada; and Leona Summers, Tacoma, Washington, visited the UBEA office while at NEA Headquarters for the conference of state presidents and national committee members of the Department of Classroom Teachers. Miss Griffin is a state president. Miss Lambert and Mrs. Summers are state and national committee members. We salute these business teachers who are contributing to the profession through this important NEA Department.

Won't you please write me about the office you hold if you are a local or state officer of one of the following departments:

Department of Classroom Teachers
Association for Supervision and Curriculum Development
Department of Adult Education
Department of Audio-Visual Instruction
American Association of Colleges for Teacher Education
Department of Higher Education
American Educational Research Association.

Also, please let me know if you are president of a district or state education association. There must be many business teachers who are participating in organizations which are designed to promote the profession but whose leadership is not well known outside their area.

Hollis Guy

UBEA Executive Secretary

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TEACHING AIDS IN BUSINESS EDUCATION ARE REALISTIC

The value of teaching aids has been recognized for so many years that it is impossible to say just who got the idea first. Probably some illiterate cave mother used some shells and gourds to illustrate some primitive knowledge to her child. Comenius, Pestalozzi, and Hobart, with the many original educators who were their contemporaries, had much to say about the use of objects, pictures, and the world about them in teaching boys and girls.

But in business education a very special use may be made of the things which our environment offers. The supplies and processes of the store and office touch us daily, even in the most isolated American towns. The business teacher does not have to search, but needs only to select that which best meets his particular needs.

A far cry from the rough teaching aids of the early educators are the bright colored models and plates which Bob Thompson at Menlo Atherton High School in Menlo Park, California, uses to illustrate the accounting equation, the effect of debit and credit entries, and the correct way to change a typewriter ribbon. The pleasant games and socialized activities which Dorothy Anderson employs in teaching shorthand are quite different from the monotonous repetitions with which I learned shorthand. The thick binder of business forms used by Tulsa, Oklahoma, firms which Lucile Hummel collected at Tulsa University, are characteristic of those which other teachers have collected in their own communities. Jodie Smith's business organization of an imaginary Oklahoma City firm with correspondence forms, policies, and problems make business correspondence a living experience for young people at Oklahoma University.

Realistic and pleasant teaching aids have been developed by publishing companies, manufacturers of office equipment, and other business firms for use by teachers and students. Some of these aids are actual business forms and papers for "real life" stores and offices to be established in classrooms. Colored charts, huge graphs, films, shorthand records, booklets and workbooks are only a few of the commercial teaching aids that save the business teacher's time and make study "lots of fun." Many local business firms are not only willing but delighted to share examples of the forms and letters which they use and many stores and offices appreciate the opportunity to show classes through their establishments.

In business education there are so many realistic and practical teaching aids that our subject matter can be, both to us and the student, just a little more "alive" and meaningful than most of the other subjects in the curriculum.

MARY BELL, *Associate Editor.*

EXPERIMENTATION IN THE USE OF MODERN TEACHING AIDS

The purpose of this issue of the FORUM is to promote more effective use of modern teaching aids by helping the reader: [1] formulate plans for their use, [2] adapt familiar aids to new situations, and [3] learn about new aids which he may want to add to his stock in trade.

The variety and scope of teaching aids now available is so great as to seem overwhelming to the average teacher. This may be especially true of the business teacher because his assignment usually consists of both skill and discussion subjects, and therefore, may have occasion to use nearly every type of teaching aid described in recent educational literature.

A large number of teaching aids are mentioned in this issue and specific adaptations of most of them are indicated. Some of these aids are those

Editorial

which most business teachers use frequently, while others have been tried out by a very small percentage of instructors. The list of teaching aids discussed in the feature section of this issue includes:

Printed Materials—textbooks, supplementary books, reference books, teachers' manuals, student manuals, work books, practice sets, magazines, newspapers, pamphlets, monographs, handbooks, leaflets, bulletins

Equipment for Display—blackboards, bulletin boards, display boards, presentation boards, flannel boards, wall charts, flip charts, floor charts, table charts, fluorescent paint made brilliant by ultraviolet light

Materials for First-Hand Examination by the Student—objects, specimens, models, samples, actual business forms

Talks and Demonstrations—talks by business men and employees; dictation by invited dictators; demonstrations by teachers, professional demonstrators, and students

Projection Equipment—motion pictures, slidefilms (with and without sound accompaniment), glass slide projectors, overhead projectors, opaque projectors, transviewers, direct view slides, table viewers

Recorders, Transcribers, Transmitters—phonographs, transcription machines, radio, television

Student Experiences—trips, visitations, student dramatizations, personal-use experiences, work experiences, actual business projects

Evaluation Aids—tests, games and contests, student progress records, comparative progress charts

It is easy to understand how reading about so many desirable teaching aids might discourage a business teacher who has a heavy class load and several extracurricular activities to sponsor. Many of the aids, however, are those which could immediately lighten the teacher's load. Others would make the teacher's job easier only after he has expended much time and effort in experimenting with their use. The business teacher should, therefore, have a plan (as Walters points out in the first article) that will enable him to use more effectively the aids with which he is familiar and to schedule the use of the less familiar aids as time for careful planning allows.

The first use of an aid for a particular teaching situation is an experimental use regardless of how carefully the aid has been selected or how much background reading has preceded the application of the aid. Among the things to be observed by the teacher during the experiment are the timing of the aid; the apparent degree of motivation it supplied; the results in aims of improved understandings, attitudes, or performance; the degree to which the aid accomplished its specific purpose in the learning situation; and improvements needed in the teacher's presentation. Each time the aid is used the results will usually be better if the teacher has capitalized on his earlier experiences with the aid through systematic observation and recording.

The fascination of teaching lies in the observation of its results. The reward that the instructor receives for his initiative and resourcefulness in the use of modern teaching aids is the deep sense of gratification which comes from the improvement shown by his students.

LEWIS R. TOLL, *Issue Editor*.

THE Forum

Effective Use of Modern Teaching Aids in Business Education

For a well planned audio-visual program, care must be used in selecting aids which suit the subject.

By R. G. WALTERS
Grove City College
Grove City, Pennsylvania

CONTRIBUTOR'S NOTE: *From a broad viewpoint the designation "modern teaching aids" would include many things—textbooks, government publications, and office equipment among others—and so much could be said about the effective use of each of them that a large volume could be produced. This discussion, limited to the visual and auditory aids available to the business teacher, will deal with general principles only.*

Time and again, writers have pointed out that education lags behind society, and this fact is nowhere more apparent than in education's use of sensory aids. With the possible exception of the blackboard, audio-visual aids were first used by non-educators and were afterward adapted to classroom work. Pictures, for example, were painted on various surfaces centuries before they were thought of as educational devices. Maps and globes guided navigators and explorers long before they were used by teachers. Explorations preceded class trips. The stereoscope, the glass slide projector, and the radio were common home-entertainment appliances years before they were introduced into the classroom, and the motion picture was a commercialized amusement appliance a couple of decades before its possibilities as an educational device were recognized. In spite of the wide recognition now given to the educational use of audio-visual devices, a surprisingly large percentage of teachers still do not avail themselves of the assistance offered by these devices.

Why Use Audio-Visual Aids?

The use of visual aids makes teaching more effective. Few teachers are skillful enough to describe an object orally so that all the students in a group will have the same mental picture of the object. Even a printed description in a textbook, may leave students with vague ideas of the thing described. But show the students an illustration of the object, or better still, let them examine

the object itself, and they will have a fairly accurate idea of its appearance.

Moreover, the use of visual aids may save time in teaching. For example, many minutes may be used in giving an oral description of an object, whereas students may consume but a fraction of the time in looking at a picture of the object or at the object itself, and in the end not only have a more accurate idea of the object, but save time in acquiring it.

The use of visual aids makes it easier for the student to master abstract principles. The normal child is more interested in concrete things than in abstract principles, and elementary teachers have, for many years, recognized this fact in teaching arithmetic. They use concrete objects—apples, pencils, and books, or representations of concrete objects, such as pictures and dots, all of which are visual aids—to teach addition, subtraction, multiplication, and division, as well as fractions. This same general principle is used in teaching business subjects. Instead of requiring students to memorize the abstract definition that "assets are what a person owns," the teacher may ask them to show objects that they possess—money, clothing, pens, and miscellaneous articles, and explain that these are assets. The typewriting teacher requires students to operate the machines, he does not require them to memorize rules for their operation. The teacher of general business may teach students how names are arranged in a telephone directory by having them examine actual directories, not by having them merely memorize the principle of alphabetical listing. Also, he may teach students to make change by having them actually make change instead of requiring them merely to memorize rules for making change. Teachers follow these and similar procedures when the presentation of the principle is accompanied by an examination of a concrete object, in other words a visual aid.

"Visual aids make it easier for the student to master abstract principles."

Just as the use of visual aids has certain advantages, so, too, the use of auditory aids contributes to classroom teaching. The radio, for example, may bring students into closer contact with the outside world. Through listening to business leaders and economic authorities, the students can broaden their knowledge of business and economic principles. Recorders, when used for dictation, can save the time and energy of teachers of shorthand and typewriting, and furthermore, they can give students practice in taking dictation from a variety of voices. Moreover, with recorders it is possible for teachers to use valuable radio broadcasts and talks by visiting speakers following the event. Above all, the school that is equipped with recorders can familiarize students with office appliances which they will encounter in business offices after they have finished school.

The use of audio-visual aids gives students opportunities for self-activity and self-expression. Activity results when students manipulate aids, such as projectors and globes, and when they participate in class trips; imagination and initiative are developed when students make projects, or original graphs and diagrams, or participate in original dramatizations. In other words, the use of visual aids enables students to develop along natural lines.

Teachers Vary in Their Use of Sensory Aids

In so far as their use of sensory aids is concerned, teachers may be roughly divided into three groups. First, we have those teachers who give little thought to visual and auditory aids. They use one or two of the long-accepted aids, such as maps and the blackboard, merely because their use is traditional. But too often their use of these few aids, even of the blackboard, lacks thoughtful planning, and they ignore entirely the many other audio-visual aids which have been placed on the market in recent years.

Teachers of the other extreme, the faddists, welcome every new visual or auditory appliance merely because it is new. In their anxiety to be considered "up-to-date" these teachers may attempt to employ appliances that are unsuited for their subjects, or if they are suited, they may use them in a thoughtless and unscientific manner. Too often, in their enthusiasm for a new device, they neglect the routine class work that is essential if students are to master subject matter. These are the extremists who bring criticism upon audio-visual education.

The third group of teachers is composed of those who are alert to the possibilities in the use of the visual and auditory aids, but who also realize the limitations in their use. They select with care the aids to be used with their particular subjects, and they are guided by gen-

erally accepted pedagogical principles in using those aids so that they may obtain maximum results.

General Principles for the Use of Aids

An audio-visual program should be planned at the beginning of a school term. This is desirable because it may be necessary to order some aids—motion picture films, for example—weeks in advance of their use. Arrangements for other visual aids, such as class trips, must often be made in advance, and when an aid, such as a projector, is used by several teachers, it is always wise to prepare an approximate schedule for the use of the aid by the various teachers. Of course, last-minute changes in a program may be needed. Some aids may unexpectedly become available; other aids may become unavailable. Nevertheless, even a tentative term program of the use of the more important sensory aids will often prevent confusion and forestall friction between members of a faculty.

The wise teacher realizes that with visual and auditory aids, all are not equally well suited for use with each business subject. At present, a score or more visual aids are being used in secondary schools. Some of these, such as the microscope and the telescope, have no conceivable place in business education. Others, including the blackboard, the bulletin board, the teacher demonstration, class trips, student dramatizations, textbook illustrations, mounted pictures, models and specimens, projects, maps, diagrams, graphs, charts, the opaque projector, the glass slide projector, the film strip projector, and the motion picture projector, as well as such auditory aids as the radio and the various recorders, can be used to considerable advantage in business education. Still other sensory aids, notably television, have little place in business education at present, but may develop into worthwhile aids in the future.

The important point is that an aid may be indispensable in one subject and have no possible use in another. Thus, maps are essential in teaching economic geography, but it is difficult to see how they can function in teaching shorthand. Also, the teacher demonstration, by all odds the foremost visual aid in teaching a skill subject such as typewriting, is practically valueless in teaching business law. It is important, therefore, that the teacher should select the aids which are best fitted for use with his subject. He should not waste time attempting to use aids which, however well suited they may be to other subjects, have no place in his field of work. The emphasis that has been placed upon the motion picture, for example, has resulted in some teachers wasting their time endeavoring to find films to use in teaching subjects, such as business arithmetic and bookkeeping, in which motion picture films have little place. Attempts to adapt the more spectacular or more frequently dis-

"An audio-visual program should be planned at the beginning of the school term."

cussed sensory aids to business subjects for which, because of their fundamental nature, such aids are unsuited, will only result in making audio-visual education ridiculous in the minds of thinking people.

It must be remembered that all visual and auditory aids are not equally well suited for all phases of teaching. An aid which will arouse the interest and curiosity of students while the teacher is assigning a new lesson, may be worthless in a review lesson. Small visual aids which cannot be seen clearly from all parts of a room are useless in a class discussion, but they may be well suited for study by individual pupils during study or laboratory periods. On the other hand, large aids, such as wall maps and glass slide projections, are excellent aids for class recitations, but have little place in a study period. We should bear in mind, therefore, that careful selection of aids for particular phases of teaching is essential if we are to secure worthwhile results.

No greater mistake can be made than to try to displace textbooks with audio-visual aids or to attempt to substitute these aids for regular class work. Books are the repositories of all human knowledge and wisdom. To attempt to substitute sensory aids for textbooks shows a lack of appreciation of the value of books, and of the purpose of visual and auditory education. Audio-visual aids may supplement textbooks and make school work more interesting, but they can never take the place of textbooks.

Skillful use of visual aids requires careful preparation on the part of the teacher. A teacher can no more present a lesson based on the use of visual aids without making adequate preparation than he can conduct an ordinary class discussion without a lesson plan. The aids should be assembled before class and should be in a condition to be used instantly at the proper time. The teacher should, of course, plan his work so that he knows the exact point at which each aid is to be introduced. If skill is required in manipulating an aid, the teacher should practice its use before the class assembles, for if he bungles in handling an appliance he will lose the respect of his students.

In planning his work the teacher should give careful thought to the teaching procedures involved in order to obtain the best results. Too many teachers are interested only in the mechanics of operating a visual aid. They are more concerned, for example, in the mechanism of a motion picture projector than they are in the suitability of a film for a particular lesson, and they seem to feel that the ability to splice a broken film is of more importance than the ability to use desirable teaching procedures before and after a film is shown. Mechanical perfection in using visual aids should never supersede good teaching techniques.

In order to be sure that students will give thoughtful attention to an aid, its use may be followed by a class

discussion, an oral quiz, or even by a written test. Especially; should a class trip or the presentation of a motion picture be followed by a class discussion or a test. It is a waste of time for a teacher to show a motion picture and then to dismiss the class without a discussion, or to take students on a class trip without holding them responsible for observing the main features of the trip. Under no conditions should the use of a visual aid degenerate into a mere time-filler or a form of entertainment.

Difficulties That May Be Met

Teachers may be handicapped because the rooms in which they hold their classes are unsuited for the use of audio-visual aids. This is especially true of typewriting rooms which sometimes, because of the location of windows or the arrangement of furniture, cannot be used for projectors. If a particular aid is sufficiently worthwhile, the teacher may exchange rooms temporarily with another teacher, but the schedule of several classes should not be upset merely to use an aid of doubtful value.

Unfortunately, the problem of finances enters into every educational activity; consequently, no wise teacher will plan an audio-visual program without giving thought to the expense involved. When possible, an audio-visual budget should be prepared by each teacher and should be incorporated in a general school audio-visual budget for the term. If such a budget is approved by school authorities there will be no protest when the time arrives to rent motion picture films, order glass slides, still films, or other supplies, or use a school bus for class trips. Even students may be affected by expenses, as when a class trip is planned or when they are asked to prepare some projects, the materials for which are not furnished by the school. Therefore, the teacher should use common sense in all activities that require expenditures either by students or by the school itself.

SELECTED READINGS ON MODERN TEACHING AIDS

FROM BUSINESS EDUCATION FORUM (Vols. I-VI)

- "Aids to Small Business," Lewis R. Toll, Apr '51, p. 30.
- "Bibliography of Teaching Aids in Business Education," Lewis R. Toll and Harlan S. Hosler, Jan '50, p. 21.
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(Continued on page 22)

"The simplest and easiest form of visual presentation is the blackboard."

One Showing Is Worth 100 Tellings

Visual aids and devices give the student a creative memory hook.

By KENNETH B. HAAS*
Loyola University
Chicago, Illinois

CONTRIBUTOR'S NOTE: While all of the aids discussed in this article and the methods presented for using these aids, apply to training for distributive occupations, they also apply to other areas in business education.

Visual aids are most effective when employed as a supplement to the personality and teaching skill of the instructor. Instructional skill combined with good visuals, good textbooks, tested teaching techniques, and suitable surroundings provide an unbeatable combination. Many visual aids and devices are available to facilitate instruction in business education.

The Lowly Blackboard

The simplest and easiest form of visual presentation is the blackboard. Every important topic and detail of a lecture may be placed on a blackboard in bold outline form. When the instructor has finished his discussion, there will remain before the students' eyes, a creative memory hook. This memory hook can be used effectively to summarize the discussion and pin-point the fundamentals which the instructor would have his students remember.

Turnover Charts

Good turnover charts help instructors make orderly plans and guide the students' thinking. These aids are built around pictures and charted facts. They may be prepared by experts and purchased by the instructor, but often, the instructor finds that the charts he makes are most effective.

Manuals and Scrapbooks

It is neither difficult nor expensive to build scrapbooks and manuals. We often require students to perform this activity, do we not? Instructors, too, would find it profitable to do the same, but on a more professional basis. One instructor made copious use of his camera, then placed his pictures in loose-leaf binders for student inspection. These pictures visualized his subjects even more than his oral presentation could have done. Another instructor developed factual visuals by

making scrapbooks filled with clippings which were related to his subjects.

Maps and Charts

Whether home made, or professionally made, maps are indispensable in many instructional areas and are so well accepted by instructors that they are mentioned here only as a reminder of their availability and importance as visuals.

Charts are used chiefly to analyze a problem or situation. They show proper sequence and relationships. Floor charts, for example, can be used to show each division of a business and its breakdown into individual or functional departments. Table charts are effective in presenting a breakdown of financial statements and the like. Charts may also be used for making comparisons such as the advantages and disadvantages of a business organization. The strip tease charts focus attention on one point at a time when developing a topic. Each important point on a strip tease chart is covered with a thin strip of paper which can be removed as the presentation proceeds. Process charts are adaptable to many kinds of instruction. They may be used to illustrate the complete process of preparing a product for market or they may depict the channels of distribution for a variety of merchandise.

Graphs

Graphs are especially useful for making comparisons and contrasts or for presenting complicated facts. Statistics or a long column of figures appear impressive, but they are usually ignored by the student while a graph on the same figures will arrest attention and make him stop, look, and think. Bar graphs assist the instructor in comparing or contrasting quotas, individual output, departmental production, comparisons of income and wages, and many other topics. Pie graphs are helpful when a breakdown of distribution values is important. They can show the growth of certain areas, operation expenses, percentages and relative sales of various products and services. Line graphs are commonly used to depict economic conditions, business cycles, sales trends and similar topics. Pictorial graphs because of their popular appeal have become an outstanding method of visual presentation for classroom use.

*Dr. Haas is professor of marketing and chairman of the Department of Marketing at Loyola University.

"Field trips can be made to appeal to all five senses."

Objects, Specimens and Models

Instruction takes on a new meaning when objects, specimens and models are used in the classroom. These visual aids are positive attention creators and powerful interest arousing devices. They can bring into play the five senses—sight, hearing, smell, taste and touch.

Objects—This group includes anything from helicopters to horses. It means the thing itself. Before showing an object, it is important to check it carefully for the most favorable presentation. The object must be "just right" or the instructor may be embarrassed. If the object is a machine or an appliance, it should be clean, well serviced, and operate smoothly, and the teacher should be prepared to demonstrate its operation.

Specimens—A specimen is a small piece, a segment, part or sample of the real object, or material used in the preparation of it.

Models—Models or "mock-ups" may include duplicates of significant units used in manufacturing or operation. Models are usually copied on a smaller or a larger scale than the object.

Field Trips

Good instructors will never neglect taking students on field trips whenever feasible. Students are always impressed with the hustle and bustle of a shipping dock; the activity of a marshalling yard; the whir and hum of machinery; the feel, taste, and smell of a food processing plant. Field trips can be made to appeal to all five senses. For certain topics they are indispensable.

Flash or Flip Cards

Flash cards are small compact cards, usually 10x12 inches which are flashed before a student to bring home an idea. The message contained on the cards must be brief and to the point. Flash cards may be used with the presentation to point-up and highlight important points, or to repeat the presentation, summarize, and review.

Posters

The teacher may find that he can use small posters to present vividly an idea at the psychological moment. A poster may utilize charts, graphs, diagrams, pictures, cartoons—in short, anything that will help present facts or emphasize important points.

Films for Instruction

There are certain topics and subjects that can best be taught through the use of film showings. Often it is desirable to have a special room arranged for projecting film visualization. In other cases it is preferable to have a portable projector for class presentations. Films for instruction include motion pictures, sound slide, strip, motion slide and slides. Each of these films is useful for certain kinds of instruction.

For teaching intangibles which involve motion, the motion picture is a valuable instructional aid. The motion picture has great merit for creating attitudes and building a general understanding of the subject. Sound and color usually brighten these effects.

The motion picture is not always the best medium for portraying facts, skills, or knowledge. When compared with many other types of visual aids, motion picture films are found to be more expensive, more difficult to acquire, and more difficult to transport.

Sound Slide Film

The portable sound-slide projector is light, easy to carry, and has great value for presenting certain topics. It never omits and never exaggerates; the subject matter is told in the same way, with the same inflections, emphasis and directness, no matter how many times the film is shown. Pictures can be shown in sequence, with a sound recording, or individually without the recording.

Strip film is a continuous strip of film consisting of individual frames or pictures arranged in sequence, usually with explanatory titles. Each strip may contain from 10 to 100 pictures or more, with suitable copy. The silent strip film is often the most economical of all film mediums because it permits questions, answers and discussions.

Motion Slide Film and Slides

The motion-slide film combines the values of the motion picture and the strip film. Where motion is needed it gives motion; where motion is not needed or where motion is not good, the picture is frozen until motion is again required. For certain topics this dual feature may be a valuable device.

Slides are simple to make, versatile, economical, easy to select, and can be transported with little effort. When used with a light portable projector they may lead toward better instruction in the classroom.

Overhead Projectors

For illustrating details such as work sheets, charts, graphs, pictures, maps, operational sheets, and sales checks, an overhead projector may be an advantage to the instructor. However, all materials to be projected must first be transferred to transparencies. Transparencies are inexpensive and may be made by professionals or by the teacher. Intricate details requiring draftsmanship in art work should be done by trained experts. Otherwise, for spot work, the teacher can prepare his transparency by writing on it with a chemically treated pencil.

Transviewer

The transviewer is a "take-off" on the overhead projector. It uses the same type of transparencies, but pro-

"For lettered visual presentations the instructor should consider fluorescent paints."

duces a more dramatic effect because of the brilliantly lighted background. The transviewer can be plugged into any outlet and set up on a dealer's counter or a prospect's desk in a few seconds. This device can be used efficiently for getting attention and telling a visual story.

Direct View Slides

The direct view slide projector can add the potency of full-color, three-dimension, sight selling to a sales talk. This is the modern version of the stereoscope. It is useful for showing products, services, installations, manufacturing processes and other factors. Pocket size, it uses films to show objects and designs in relief or three dimensions.

Presentation Boards

The presentation board (also known as the felt board, flannel board, slap-on board as well as by several trade names) is a simple but effective device for controlled disclosures. With this modern version of a blackboard, an instructor can build his story visually and at the same rate as his accompanying lecture. This may be accomplished by connecting the chief points into a series of pictures, designs, or symbols, done on stiff cardboard. Sandpaper is then glued to the back of each message unit. The board itself is simply a board covered with a felt material to which the sandpaper adheres when slapped, punched, placed or pressed on it.

Fluorescent Paints

For all lettered visual presentations the instructor should consider fluorescent paints, which afford the most brilliant colors known to the paint trade. Lettering with fluorescent red, for example, will emit up to 50 per cent greater intensity, or red light, than was present in the incident daylight. These paints are available in seven colors. A complete kit, including an ultraviolet ray

light, may be purchased for approximately ten dollars.

After the lettered presentations have been prepared, the instructor is ready to make a dramatic presentation. With his lettered cards set up, he turns the ultraviolet ray light switch on and off as he changes cards or adds emphasis to the same card.

Table Viewer

This presentation device uses ordinary 2"x2" slides and operates from an electric socket. The slides are dropped into a chamber, a "changer" inserts and projects the slides, then restacks them in their original order. This device is a tool that may be used by many teachers.

Do Something—Show Something

Instructors can make classroom presentations more powerful by doing something and showing something while talking. Doing something keeps a student's mind on what the teacher is attempting to convey. Students comprehend more readily and react much more quickly to visual material or to the actual object than to spoken words. Furthermore, they remember more and remember longer when visual aids are used. It has been said of certain persons that "words go in one ear and out the other," but no one ever heard of "words going in one eye and out the other."

Perhaps the following lines, by an unknown author, express the instructional power of demonstrations and visuals.

"The constant drop of water wears away the hardest stone,
The constant gnaw of towser masticates the toughest bone,
The constant wooing lover carries off the blushing maid,
And the visual presentation is the one that gets the trade."

Teaching Aids for Business Communication

More than one physical sense can be employed to advantage in teaching business communication.

By JODIE SMITH*
University of Oklahoma
Norman, Oklahoma

Instructional aids of various types play an important part in the teaching of business letter writing. This discussion of aids and devices is based on the assumption that the student has a workable knowledge of English

fundamentals before he enrolls in a business writing course. This assumption does not mean that instruction of grammar in a business writing course should be excluded but, that this instruction should be remedial—based primarily on the individual needs of each student.

While class time spent on review of grammar as such

*Mr. Smith has been recalled to service in the U. S. Army and is now stationed at Camp Chaffee, Arkansas.

will undoubtedly help some members, it too often dampens the interest of those who have already mastered the English fundamentals under discussion. When the student becomes aware of his particular weakness, then prepared aids, assigned readings, or written exercises can be given to him.

Since the teaching of business communication is conveniently divided into [1] mechanical form, and [2] written content, it may be well to consider the different aids which could be used for the presentation of each.

Mechanical Form

A discussion of the type of stationery to use offers an excellent opportunity for the instructor to utilize a teaching aid. The student will be able to remember what he has read or has been told about a "good" grade of stationery, but the information becomes real and practical when a sheet of stationery is placed in his hands. Then the student can see and feel its quality. Water-marking, rag content, and the "feel" of paper takes on a new meaning. The more samples available to the student for his inspection, the better.

The same adequate-sample principle pertains to letter-heads. Combining the lecture with a laboratory period in which the student again inspects a number of letter-heads does much to stimulate interest. Three physical senses—sight, hearing, and touch—should be used in presenting both stationery and letterheads.

A course in business correspondence is a participation course. The student should be told that he will be given every opportunity to take part in the discussion of the principles and practices of letter writing. The student who expects to learn to write effective letters by hearing someone tell him how to write has about the same possibility for success as the student who expects to learn typewriting by listening to lectures. Lectures by the instructor are important, but student participation is imperative.

A textbook offers a good basis for effective discussion of the structural parts of the letter. The student can follow the instructor as each of the structural parts are presented. The block and other types of indentation may be presented the same way.

There are some persons who might support the theory that open-book discussions encourage poor outside assignments. There are obvious procedures to follow when the instructor believes that outside preparation is on a low level. The principal reason for using the examples in a textbook is that each student has access to a textbook as an aid for both the initial presentation and the follow-up procedures.

For those schools fortunate enough to have a separate business communications room, full advantage can

be made of audio-visual aids including film strips, projectors, and enlarged reproductions of teaching materials.

Composition of Letters

Students should be given ample opportunity to apply the principles of effective letter writing. The following procedure has proved to be helpful in supplying motivation for the composition of business letters.

The student is given an assignment during the first class hour which requires him to submit, at the next class meeting, a letter addressed to his instructor. The correct mailing address is then placed on the board. The purpose of this letter is to describe a personal experience that caused the student to write a personal business letter. The letters are collected, filed in the office, and no further reference is made to them until the stationery, the letterhead, the "you-attitude," and other fundamentals of letter writing have been discussed.

In the first assignment following the completion of the fundamentals of form and content, the student is asked to write a second letter to his instructor on the same topic as the first letter—a personal experience which caused the student to write a business letter. The results have always been encouraging. When the class period arrives during which the student is to submit the second letter written to the instructor, he is requested to keep the letter in his possession. Then the instructor passes to the student the letter which was requested the first day of school. This procedure gives the student an opportunity to observe both the "before" and the "after."

These two letters serve a useful purpose in offering proof that the time given to instruction on mechanical form (often somewhat trying) has been time well spent. With the admission of this fact, the student usually is ready to apply time and energy to business letter writing. Once the mastery of fundamentals has been reached, the course in business communication becomes a practice course.

Another device which appeals to high school pupils is the humorous letter. During the early stages of letter writing, the student can relax for a few moments while the instructor reads examples of actual letters which are funny either because of the content or because of faulty construction. This type of correspondence often teaches a point dramatically.

All Types of Correspondence Used as Aids

The instructor would do well to keep a file on all letters that are received by students, by the instructor, by faculty associates and from business firms. No better discussion materials are available than those actual business letters.

Every piece of business correspondence which comes

"A device which appeals to high school students is the humorous letter."

to the instructor should be analyzed before it is discarded to determine whether it is good class material. This applies to second and third-class mail as well as first-class mail, since all classes of mail often furnish excellent examples of effective letters, especially sales letters.

Most business firms will cooperate with the business correspondence class by furnishing actual letters which they have received or copies of letters which they have mailed. A good collection of letters of various kinds—such as sales letters, collection letters, and credit letters—may be obtained from the firms and filed to provide examples of correspondence of business establishments with which the students are familiar.

Evaluation, too, plays an important part in a course of business communication, and there are many ways to grade a student enrolled in a business writing class. One method which has been tried successfully is to mark the student's paper as either mailable or non-mailable. The standards for a mailable copy may be determined by the instructor. The primary advantage in this method of grading is that the student works for improvement of his letters and not simply for a letter grade. Most instructors or departments have developed a system for evaluation of the student's work.

Adequate time should be given to explanation of the system in order to eliminate any misunderstanding.

A removal of the grading barrier often allows a student to concentrate on finishing his assignment with an effective-letter objective and not just to write well enough to receive a passing grade. A variant of the method would be to give A's for outstanding letters, while "satisfactory" letters are marked "mailable."

When time permits, arrangements can be made with community agencies for students of the business correspondence class to write letters for the various firms and civic organizations. In some instances all the students in the class may write the same letter and a committee composed of students might select the three best letters for submission to the agency. Presumably, the agency will select the best one of the three for mailing with or without changes. There are many variations of this practice. One of the biggest problems in providing practice in writing actual business letters is that of getting sufficient background information about the situation giving rise to the letter.

However, a course in business communication offers unlimited opportunities to use live and practical problems. The enterprising teacher will discover ways to use up-to-date materials which are not discussed in this article. Even in the early stages when fundamentals are of primary interest, audio-visual aids can be used to the advantage of the students and to the instructor.

Effective Use of Modern Teaching Aids in Bookkeeping and Accounting

Time and effort pay dividends in teaching techniques for those who are willing to develop skill in preparing audio-visual aids.

By E. DANA GIBSON*
San Diego State College
San Diego, California

Modern teaching aids can be used effectively only at the price of extra work. For example, there are no commercially prepared teaching materials for flannel board postings in business classes; therefore, each teacher must prepare his own if he wishes to use this aid in his class.

Any teaching aid which is used effectively must conform to a general-use pattern. The following steps are suggested: [1] selection, [2] teacher preparation, [3]

student preparation, [4] presentation, [5] follow-up (post-discussion session, test, or a series of projects to emphasize important points), and [6] evaluation.

Motion Pictures

There are a number of motion pictures which can be used effectively in bookkeeping and accounting classes. Films such as "Bookkeeping and You" (Coronet) and "Bookkeeping and Accounting" (Mahnke Productions) present good introductory material. They show the student why he should be interested in bookkeeping as a subject to pursue and what to expect if he enters this field.

*Dr. Gibson is associate professor of business and chairman of the Department of Business Education, Secretarial, and Office Management at San Diego State College.

"Pictorial materials are excellent silent teachers when attractively displayed."

When discussing the balance sheet or profit and loss statements, the cold figures shown in these statements will mean more to the student if he has seen a film like "Behind the Annual Report" (Standard Oil Company of New Jersey). The student is almost certain to have a better understanding of what the figures in his statements represent and will be more interested in studying them.

In areas where visits to offices are not feasible, motion pictures may be used to show students how basic information may be obtained. In addition to the film mentioned in the preceding paragraph, General Mills and other companies release motion pictures suitable for class use.

The Social Security Board has released an excellent film which interprets the operation of the Social Security Act from tax deductions to old age payment. Since many bookkeepers must deal with Social Security deductions, this film is recommended to introduce the topic and to illustrate many points which may be difficult for the student to understand.

Filmstrips

Any series of bookkeeping and accounting film strips (BEVA Accounting Series, SVE Bookkeeping Series or TAE Bookkeeping Series) must be integrated with the regular-lesson plan or with new plans which might be built around the filmstrips. Which filmstrip to select will depend upon the textbook used and how the teacher plans to present the material.

If the series is integrated into present-lesson plans, each film, or film set, should be used to introduce the lesson or to serve as a review after the lesson has been presented. In either case, the filmstrip should be shown without stopping to answer questions. If necessary, the filmstrip can be shown the second time for the purpose of permitting students and teacher to discuss the points illustrated.

New-lesson plans may be built around the series selected, making each filmstrip the core of the presentation. The general-use principles mentioned above should be followed carefully.

The Social Security Board has also released two sound filmstrips—"Families Without Fear" and "Security for Today and Tomorrow." These filmstrips are recommended as aids to be used following the showing of the motion picture, "Social Security." These filmstrips have little meaning without the non-stop record which interprets them. This series of three aids should arouse many questions which the teacher will welcome. The pre-showing and post-showing questions should not be left to chance, but the stage should be set for them ahead of time.

Specific lecture areas call for use of filmstrips such as "Bookkeeping and Accounting Errors," "Bank Reconciliation," and "Petty Cash Systems" (Business Education Visual Aids). In each case, the teacher must prepare the students by presenting questions which will be clarified later in the filmstrip. Answers should not be disclosed in the pre-showing discussion; however, the post-showing discussion should tie in the filmstrip to the day's lesson, as well as answer the questions raised previously.

Slides

Slides are used in much the same manner as filmstrips. However, they are more flexible since any slide can be selected easily and shown at any time in any sequence with other slides. If labeled and kept alphabetically (preferably) or in a lecture series order, they can be easily selected and used. For maximum use, cross referencing is needed. This can be done by placing titles and cross reference topics on cards and filing the cards alphabetically.

A series of slides representative of those available is "Blank Bookkeeping Forms" (Business Education Visual Aids). Slide kits also are on the market from which slides may be prepared in accordance with the wishes of the teacher.

Pictorial Materials

The term "pictorial material" covers a wide variety of aids. These range from pictures in newspapers, magazines, and books, to aids in the form of maps, charts, graphs, posters, and similar items.

Pictorial aids, as a rule, should not be passed from student to student since they tend to distract individual attention. An aid used by the teacher should be large enough for all to see—at least eight and one-half by eleven inches or more. Smaller items should be projected by means of an opaque projector.

Besides being useful to the teacher, pictorial materials make excellent silent teachers on the bulletin board. Generally, these should be displayed for one or more days before the lesson is presented to give the students several days in which to assimilate the lesson. Too much material on the bulletin board is as bad as leaving it on too long. All material should be displayed artistically. Colored paper or cardboard makes an excellent background.

Through the use of wall charts such as those mentioned here, it is possible for the teacher to present the total activity in well-illustrated form, but this advantage implies a danger. The teacher may be induced to present all of the details of the entire chart at one class

"The bookkeeping teacher should create many of his own visual aids."

meeting which, in most cases, is too much for the students to absorb.

A better lesson presentation might be organized by pointing out only the main headings in the first class meeting. Each area, in logical order, could be presented in a subsequent meeting and drills conducted to drive home the facts needed. A quick review at the end of the unit followed by a short test will assist the student in retaining information concerning the points presented. Some suggested pictorial materials in bookkeeping are: "Wall Chart of the Ledger" (Denoyer-Geppert), "Cram Bookkeeping Charts," "Chart of Business Forms," "Work Sheet," and "Financial Statements" (all by George F. Cram Company).

Boards

There are four types of teaching aids under this classification—the black board, the bulletin board, the flannel board, and the display board.

Use of the black board is essential to effective teaching. The bookkeeping instructor does considerable teaching with a piece of chalk in his hand. If that piece of chalk is colored, it will make the facts presented more impressive and meaningful. The bookkeeping forms used on the black board should be simple. The "T" account form is usually preferred to more elaborate forms. Lines drawn between inter-relationships or to show progressions are helpful. The bookkeeping teacher may use the opaque projector to draw the more complicated forms on the black board with ease by focusing the outline to the desired size and tracing the outline on the board.

Effective use of bulletin boards involves planning. It is good technique to divide the bulletin board into sections each with its own heading. If the material is dated, it is easy to determine when it should be removed. It is a good habit to prepare folders for each lecture on bookkeeping and put into them all the materials relating to that lecture.

The flannel board can be used as a display board or as a teaching device. Materials to be frictioned to the board must be floxed, flanneled, or sandpapered. To "flox," put flox cement on the back of the object and sprinkle flox over it. To "flannel," cut a piece of flannel the desired size and glue to the back of the object. Sandpaper can be affixed in a similar manner. Whatever backing is used, the two rough surfaces create enough friction to hold the object to the board. Flannel boards may be purchased from several audio-visual distributing companies, especially, distributors of church audio-visual aids.

Use of the display board as a teaching device is similar to that of the bulletin board. However, the materials are of a more permanent character. When the preparation of a display involves a great deal of time and effort,

it should be put on a separate board and kept intact until needed again. A good example of such a display board mounting is that of presenting the purchase order system through the use of forms and flow charts. Through the use of this aid, the teacher can point out effectively the routine through which goods would pass and also those factors of interest to the bookkeeper.

Radio and Television

No specific radio or television programs are suggested here, but it is probable that some of these programs, especially those involving tax problems, might be helpful to bookkeeping students.

Many of the usable radio programs are not broadcast during the day. However, the teacher can have the school audio-visual department make transcriptions of them for later playback in the classroom. These recordings can then be made the basis for class discussions.

Sound Recording and Transcribing Machines

Reproducing radio programs is only one use of transcribing machines. The local tax expert and others interested in bookkeeping will be glad to record their views concerning bookkeeping procedures. A recorded program on bookkeeping procedures should have the stage set for its presentation in the same manner as for any other audio-visual aid. The students should be acquainted with the topic and questions should be raised that will be answered in full or in part by the transcription. After the playback, a discussion should be conducted to further clarify the problems involved. Following this discussion, a drill period should be provided.

Conclusion

The bookkeeping teacher should create many of his own bookkeeping materials. This means considerable expenditure of effort. Even where there are commercially prepared aids available, these usually must be adapted to his own class needs. The extra work required to prepare visual and audio aids in bookkeeping pays dividends in more interesting, vital, and up-to-date lessons. The master bookkeeping teacher is willing to pay the extra price in terms of added work and time which the use of audio-visual materials requires.

A special package containing three issues (January 1949-51) of **BUSINESS EDUCATION FORUM** which feature modern teaching aids may be obtained by sending one dollar (postage paid on orders accompanied by check or money order) to **UBEA**, 1201 Sixteenth Street, N. W., Washington 6, D. C.

The Effective Use of Modern Teaching Aids in Typewriting

The use of the right kind of aid at the right time, and in the right way is the responsibility of the teacher.

By SISTER M. SPECIOSA, H.F.N.
Holy Family Academy
Chicago, Illinois

The effectiveness of teaching aids is determined by the way in which they are handled. Successful use of teaching aids results partly from the teacher's enthusiasm for the aid and partly from his care in selecting, preparing, planning, and timing the aids. The aids must be geared to the objectives of the course, the students' interest, and their stage of skill development.

Each type of instructional aid or activity used in teaching typewriting has its own contribution to make to the student's learning. Among the aids most frequently used are the demonstration, the bulletin board, illustrative materials, music recordings, charts and graphs.

The most complete recognition of the value of teaching with varied visual and auditory aids has been made by the training divisions of our Armed Forces. The military and navy training programs emphasized the need for effective utilization of still pictures, slides, filmstrips, recordings, charts, and motion pictures. A brief illustration of the use of some of these aids, may serve to show how typewriting can be made more vivid and more interesting.

Demonstration—Common Yet Always Reliable

No activity of the teacher will win the confidence of students quicker than well-executed demonstrations. The teacher of typewriting should demonstrate each thing he wants the students to do. Skill comes from practice, but the student cannot practice properly unless he knows what he is to do and how he is to do it.

A demonstration, for example, of the proper method of striking a key on the typewriter is far superior to merely telling him how to do it. The demonstration is more interesting to the student; it can be carried out to suit the need of the occasion; and, it is possible to repeat the demonstration to the entire class or to individuals without the monotony that comes from frequent telling.

Illustrative Material—Pictures, Posters, Charts

Special teaching points are woven into the pictures, and teachers planning to use flat pictures find almost

limitless opportunities to select and develop materials suitable to their needs. Excellent ideas may be derived from the illustrative material collected, but the teacher must make his own plans and adapt the selections to the lesson being taught. Student committees may be appointed to carry out the project of collecting, mounting and filing the pictorial material.

A wealth of posters of morale-building nature depicting the need for greater production and better work habits, may be had on request. Charts distributed by the typewriter companies may be used effectively to supplement other instructional material. Among these charts are: keyboard wall charts, charts showing the parts of the typewriter, typewriter model charts, and typing speed and accuracy charts.

Large, colored pictures from magazines or advertising bulletins may serve to make attractive and instructional posters. The students will enjoy mounting and labeling the pictures on the poster board, if properly directed.

Posters to Correct Bad Typing Habits

The teacher, or students under his direction, may originate posters to illustrate the correct body posture and the correct arm and hand positions at the typewriter. These may be designed to assist the students in habituating correct details of performance, and may be given such titles as "Sit up Straight," for posture; "Keep Your Feet on the Floor," for proper body balance; "Eyes on the Copy," for peekers; "Wrists Up," to stop arched or sagging wrists; "The Keys' Home Coming," for home position. They should be used not only as initial guides to correct posture, but also as daily reminders until proper habits are formed.

How Interesting Is the Bulletin Board?

Teachers should take advantage of incentive plans promoted by the typewriting companies to help students reach desirable standards in typing. The tests and contests carrying awards in the form of certificates and pins are especially desirable. Announcements of the winners,

"No activity of the teacher will win the confidence of students quicker than well-executed demonstrations."

notices of congratulations for improved performance and certificates for progress made in typing, may be posted on the bulletin board for a few days to stimulate further progress.

Other stimulating displays for the bulletin board are:

1. Samples of well executed typewriting jobs of various kinds. Exercises or timed writings typed without error.
2. Papers with no typewriting errors.
3. Drills or tests typed at high speed.
4. Photographs of the star typists of the class posted under the label of "Who's Who in the Typewriting Class." Accompanying these photographs there might be a brief write-up on the star typists' advancement, with progress charts showing the rates of accuracy and speed on a series of timed writings.
5. Success stories of men and women who started vocational life as typists or stenographers. Some of these stories may be biographical sketches or news items of the school's alumni.
6. Clippings of newspaper or magazine articles about students' typewriting awards.
7. Specimens of the work of employed typists.
8. Cartoons illustrating good or bad typewriting habits.

There are so many items for the bulletin board, that keeping the same material on the board for more than two weeks, can hardly be justified. A recommended practice is to assign or vote upon an orderly, a student secretary, or a committee each week who will keep the bulletin board refreshed and orderly.

Music Has Charm

... and so too, in typewriting. Some teachers, no doubt, employ the rhythmic beat of the records for stroking practice, words or repetitive practice on sentences containing certain stroke or word patterns. Typing to music is one of the most interesting aids in teaching typewriting. Such operations as using the shift key and returning the carriage may be accelerated by music because the student tries to keep in step. Since the beat of the music in the record is definitely timed and evenly spaced, the student reaches for the seldom-used character with the same speed that he would type oft-repeated character.

Projects—Busy Work for Busy People

Projects, like questions, are of infinite variety and purpose. They should provide coordinated assignments involving production jobs similar to those performed in the business office. The projects should encourage the following of directions, combine typewriting duties with filing duties, calculation, checking, and other related office tasks.

There are at least two rather complete sets of materials providing projects for advanced typists. They consist of a kit of integrated materials, accompanied by a student's handbook of instructions, and a variety of business forms and stationery commonly used in business. They are especially helpful in classes with a wide range of ability because the directions are detailed enough to allow each student to progress at his own rate. These materials give the student something more to do than type from a textbook. They provide practice which is as near like real work as possible. The projects also may be presented on a class basis with the class as a group devoting some time to the discussion of each job before its completion is attempted.

Devices for Charting Progress

The progress in a skill should be measured by charts kept by the learner himself showing his own growth. Such a record is in contrast to class charts which sometimes discourage the slower students and take away the stimulus and competition from the faster students. To help make the student grow in acquiring skills and putting them into use, it is commendable to use error-analysis charts, individual student's progress chart, or students' typewriting record.

As the student charts his own progress, he constantly checks his own improvement and notes the skills he has attained and his power to use these skills in given situations.

Contests and racing games, charted or graphed, promote the desire to grow in speed and accuracy. Papers with a "bonus" given for detecting and correcting errors before turning them in develops the habit of checking details. Points in term of money given for neat and mailable letters assist the student to evaluate his job performance.

The Honor Roll may be used for typing speed and accuracy achievements, the student's name appearing on the roll as soon as he has met the required goal.

Projection Aids—Filmstrips

A single glance at a picture is many times a greater source of information to the learner than a long, drawn-out explanation by the teacher. Some teachers have found that teaching with filmstrips, but without the use of recording, is more effective than relying on cued-in sound for the spoken instructions. The filmstrip gives the teacher an opportunity to carry on a discussion or running commentary while the film is being shown. It gives the students an opportunity to ask questions and for the instructor to present a more complete explanation than would be given by an accompanying record. "Do You Know Your Typewriter" is an example of a film strip which provides excellent instruction on one

phase of typewriting course—learning the machine parts. Although, the filmstrips are ideal for discussion purposes in typewriting there are too few of them on the market.

The opaque projectors play an important role in the teaching of typewriting. Through the illustrations of business forms, typewriting techniques may be thrown on a screen to provide visual impressions and thus increase the effectiveness of verbal instructions. Both the opaque and the overhead projectors offer means of error-analysis in checking students' assignments. Papers with errors of various types may be flashed on the screen or the blackboard to illustrate such mistakes as flying capitals, uneven intensity of type, and poor placement.

Sound Motion Pictures

Probably the greatest single advantage of the motion picture is the projection of a pupil into a situation so real that he would seem to be performing the job portrayed. Several excellent motion pictures on typewriting are available. Among these are: "Right at the Start" (Royal), "Electric Typing Time" (IBM), "Keys to Electri-onomy" (Remington-Rand), and "Tips on Typing" (Underwood). When properly used, motion pictures make instruction more vital, informative, and interesting.

It may be said that the teacher has the responsibility of using the right kind of aid for the particular subject, at the right time, and in the right way.

Specimens and Exhibits in Consumer Education

Consumer goods present endless possibilities as visual aids.

By ROBERT J. THOMPSON
Menlo-Atherton High School
Menlo Park, California

CONTRIBUTOR'S NOTE: *There is something in favor of the adage, "You can lead a horse to water but you can't make him drink." As any farm hand can see, however, the probability of getting the horse to drink is greater than if he were no-where near the water. So it is in the classroom. Until we bring the student close to the subject, little learning will take place.*

With a great deal of success, mechanical devices have been developed to illustrate points in the physical sciences. Moving pictures and film strips take students to the scene in most subject areas, and practice sets are used in business courses to add reality to the subject. These, however, are synthetic means. In consumer education, this search for reality can be gained through a systematic presentation of the actual materials being studied. Products are brought into the classroom in order that the student may analyze, compare, select and choose among the various kinds of goods being studied.

Preparation

While dealing with the analysis of rugs and carpets, a product-unit can be prepared. The first step in the preparation of the unit was the study of the field for better understanding of it. This involves visits to deal-

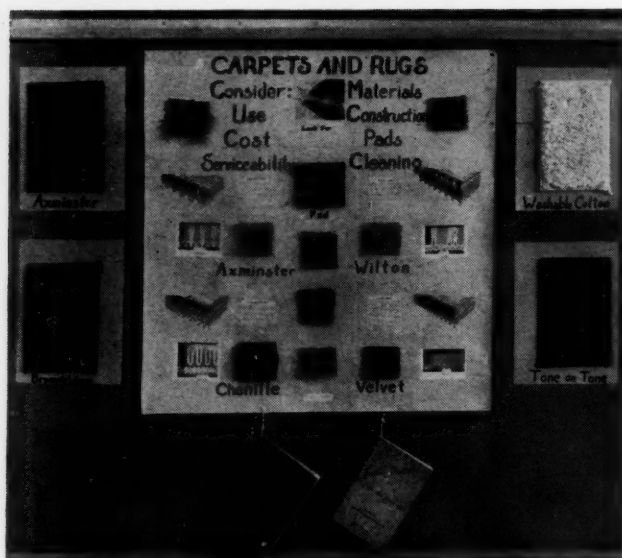
ers and salesrooms, letters to manufacturers and wholesale houses, gathering samples and illustrations, reading selected references, and preparation of a condensed, crystallized illustration with which the class can work.

A bulletin board employing the use of the third dimension is a necessary part of this critical examination of consumer goods. This display is more than a decoration for the room, or an item to be shown off at open house; it is a tool for classroom teaching. It is an aid to better understanding through comparison of goods in graphic order.

The materials should be arranged with "eye appeal" in mind and presented with a progression of comparative factors as covered in techniques of analysis. Heavy manila drawing paper may be used to form the base. This lends itself to mobility of the display and ease of storing for future use.

When working with carpets, small sections of carpet are cut and cemented to the manila drawing paper with rubber cement. (These should be of sufficient size so as to be seen by all of the students in the room.) If the items to be analyzed are of some other nature, a similar method is employed. This has worked well with leather,

"The bulletin board display should be more than decoration for the room."



A bulletin board which employs the use of the third dimension is a necessary part of the critical examination of consumer goods.

cotton, rayon, wool, silk, and like materials. A large number of the same samples should be on hand with which students can work at their own desks. Also, additional samples placed strategically about the room for ready reference will complete the analysis cycle and can be used attractively for additional display material.

Presentation

Research, gathering of samples, preparation of the bulletin board, and reference to the textbook materials provide a well-rounded sequence of learning activities for the unit.

A positive mood is set as soon as the student enters the classroom when the suggested preparation has been completed, for here he is surrounded by the illustrations and samples that have been collected. He has been led to the topic and is now in a position to set his inquisitive mind to work.

Developing good judgment through selective analysis is aided by making reference to the samples on the bulletin board, the additional samples that have been handed the students. By taking the samples apart to determine their construction and to observe each of the constituent materials enables the student to see, feel the texture, and analyze the product. A lively discussion can be channeled into considerations that must be taken into account when buying.

Participation

The student of consumer economics must not be passive. The throbbing vitality of present and future consumers must be harnessed into guided channels of wise and economical choice. As a participating member of

the class, each student will visit representative salesrooms and complete a problem purchase under predetermined economic factors. Reports to the class, substantiating the methods of selection employed, will round out a team of teaching devices.

Through this sequence of activities the student is stimulated to an interest in the subject and the challenge to exercise his judgment is met through meaningful content.

Selected Readings

(Continued from page 11)

- "Community Resource Program that Clicked," Alwin V. Miller, Jan '51, p. 35.
- "Dramatize Good Telephone Techniques," Enrico V. Sasso, Feb '51, p. 24.
- "Films and Filmstrips are Good Business for Business Education," J. J. McPherson, Oct '51, p. 30.
- "Free Materials on Investments," J. Leroy Thompson, Nov '51, p. 28.
- "Look at Your Bulletin Board!" Jane C. Olson, Mar '49, p. 15.
- "New Application of an Old Teaching Aid—The Notebook," Frances Sadoff and Dorothy Dunn, Jan '49, p. 36.
- "Planned Procedures or Pointless Prattle," Vernon A. Musselman, Dec '48, p. 27.
- "Posterama Tells the Banking Story," Harlan S. Hosler and Lewis R. Toll, Mar '50, p. 31.
- "Projects to Supplement Your Teaching," Dean R. Malsbary, Dec '49, p. 14.
- "References on Occupational Guidance in Business Education," Lewis R. Toll and Virginia M. Hayn, May '51, p. 33.
- "Retail Training Aids," Lewis R. Toll, Jan '49, p. 9.
- "Shorthand Bulletin Board," Ada Immel, Oct '49, p. 32.
- "Slides Put to Work," E. A. Dvorak, May '49, p. 13.
- "Suggested Lesson Plan Illustrating Use of Projectional Visual Aid," Francis Donald Litzinger, Nov '49, p. 33.
- "Teaching Aids on Family Security," Education Division, Institute of Life Insurance, Dec '50, p. 32.
- "Teaching Methodology for Advanced Business Training," Lloyd V. Douglas, Mar '49, p. 31.
- "Teaching Typewriting Techniques by Slide Films," Arthur F. Neuenhaus, Jan '51, p. 29.
- "The Compulsions of Business Education," Lewis R. Toll, Jan '51, p. 9.
- "Use Made by Schools and Business of the 1948 National Business Entrance Tests," Paul S. Lomax, May '49, p. 35.
- "Use of Modern Teaching Aids in a Simplified Cooperative Part-Time Training Program for Secretarial Students," Dorothy Helene Veon, Jan '49, p. 31.
- "Using Community Resources in Secretarial Practice," Eleanor Tubbs, May '50, p. 31.
- "Utilizing Community Resources for Curriculum Enrichment," Graydon C. Wagner, Jan '51, p. 13.
- "Visual Aid for Shorthand Speed," Gladys D. Roscoe, Dec '49, p. 31.
- "Visualizing the Balance Sheet," Robert J. Thompson, Jan '51, p. 22.
- "Voice Recorder as a Teaching Aid in Shorthand," Irene Place and Frank Lanham, Oct '49, p. 32.
- "Wall Street Invades Niles Township," Ada Immel, Feb '49, p. 13.
- "Wire Recorder—A Modern Teaching Aid," Mildred H. Hiehle, May '49, p. 13.

Modern Teaching Aids in the Secretarial Subjects

There is a wealth of materials for the teacher of secretarial subjects who is willing to take the time and effort to locate them.

By SIGRID M. JOHNSON*
Chicago City Junior College
Chicago, Illinois

The long list of aids available to the teacher of secretarial subjects may be grouped according to the following classifications: (1) workbooks; (2) supplementary shorthand readers and reference books; (3) house organs, booklets, leaflets, bulletins, posters, charts; (4) voice recordings; (5) tests, contests, and awards; (6) motion picture films, slides, and film strips. Some of these aids help the teacher, others, the student; most of them aid both teacher and student.

In addition to these aids there are certain items of equipment in shorthand and typewriting rooms which might be considered as teaching aids such as the blackboard, the demonstration table, copyholders for typists, interval timer, call bell, stopwatch, chalk holders, and the dictionary and other reference books.

Workbooks

Workbooks are available in shorthand theory which help students obtain maximum results from practice outside the classroom with a minimum expenditure of time. In transcription classes the student who is weak in grammar can correct some of his weaknesses by studying the exercises provided in spelling, punctuation, and business English workbooks. In typewriting practically every textbook has its accompanying workbook or practice kit which provides the appropriate stationery and business forms called for by the exercises in the textbook. In secretarial practice classes workbooks may be used which are devoted to some phase of the course, such as filing, or which provide forms and information needed for the many topics covered in a particular textbook.

Supplementary Readers, and Reference Books

Another type of aid which is of particular importance in shorthand is that derived from reading in shorthand standard works of English literature. Shorthand reading skill can also be improved through the reading of the shorthand material in periodicals.

Relatively new are the stenographer's transcription

manuals. Every stenographer should have a copy of one or more manuals along with the dictionary and the firm's office manual. Less convenient to handle, but more comprehensive, are the handbooks for secretaries.

House Organs and Miscellaneous Printed Materials

Several manufacturers of office equipment and publishers of books in the business education field release monthly house organs which are available to business teachers. These publications contain many articles designed for teachers of business subjects. Some contain articles which may be adapted for classroom use.

There is a wealth of informative material in the form of leaflets, pamphlets, monographs, handbooks, manuals, bulletins, charts, and posters, issued by the manufacturers of office equipment, telephone and telegraph companies, railroads, book and magazine publishers, divisions of state and federal governments, and the like. Much of this material, of course, consists only of operating instructions for particular machines, but a great deal of help is also there for the teacher seeking improved ways of presenting certain aspects of secretarial courses.

Recordings

Records are available which play music of definite rhythm at various tempos. The playing of records in typewriting classes or in calculating machine classes may help develop smooth, rhythmic operation and speed. A set of twelve double-faced records of dictation given at various speeds, and a series of three secretarial training records called "Applying for a Secretarial Position," "The Secretary Receives Callers," and the "Secretary at the Telephone" are offered by one of the publishing companies.

Closely allied to phonograph records are the various modern transcription machines which record on tape, wire, discs, or plastic belts. By using one of these a teacher can build his own collection of extra dictation—speed practice, different voices, long takes, and the like; and can also record radio programs or school assembly speeches for later repetition in the classroom.

*Mr. Johnson is instructor in secretarial courses at the Woodrow Wilson Branch of the Chicago City Junior College.

"Audio-visual aids have been used in secretarial subjects for many years."

Tests, Contests, and Awards

Teaching aids grouped here under the heading "tests" are of three distinct kinds: aptitude, achievement, and vocational readiness. Among the publishers of aptitude tests are Science Research Associates, World Book Company, and the Psychological Corporation.

Shorthand publishers furnish an invaluable aid in the tests which they supply regularly throughout the school year. They prepare tests on the theory of shorthand and, more important, dictation material with word count marked, suitable for dictation rates ranging from 60 to 120. Teachers may use these tests for their own information or may submit the students' papers for certificates to be awarded to those who pass.

Stenographic proficiency tests are available for testing students' knowledge and skill upon completion of their course. Typical of these tests is the series of National Business Entrance Tests prepared and administered by the UBEA-NOMA Joint Committee on Tests. Testing stations are established throughout the country (usually in April or May) where students may take one or more of the tests. The series includes a fundamentals and general information test in addition to the ones designed specifically for stenography, typewriting, machine calculation, bookkeeping and accounting, and general clerical. A certificate of proficiency is issued to persons who receive satisfactory scores.

Contests and awards play an important role in urging students on to higher goals. In addition to the proficiency awards mentioned some of the publishers of textbooks provide transcription material which may be taken at rapid dictation rates. Regional and national contests in shorthand and typewriting are sometimes arranged to provide for competition among individual students and classes. These contests are usually sponsored by business firms or other agencies.

Films and Filmstrips

Audio-visual aids have been used in secretarial subjects for many years. Typewriting has been the subject of at least twelve films; four or more in office machines; and others in shorthand writing, secretarial duties, office etiquette, telephoning, letter writing, and dictating. The titles of some of these films follow together with the name of the sponsor, distributor,¹ date of release, and the length of time required to show the film. Additional information may be secured about these and other educational films from source books such as the ones listed on page 37 in this issue of the FORUM. A suggested list of film follows. Unless otherwise stated, the listings are of motion picture films.

Typewriting

Basic Typing: Methods, (U.S. Navy) Castle Films, 1944, 30 minutes.

¹See page 26 for addresses of sponsors and distributors.

Basic Typing: Machine Operation, (U.S. Navy) Castle Films, 1944, 30 minutes.

Know Your Typewriter, (Federal Security Agency) Business Education Films, 1943, 30 minutes.

Tips on Typing, (Underwood) Underwood Corporation, 1946, 21 minutes.

Right at the Start, (Royal), Royal Typewriter Company, 1942, 70 minutes.

Ready to Type, (Coronet), Coronet Instructional Films, 1948, 10 minutes.

Typewriting Technique: Using the Carbon Pack, (Merritt School), Business Education Films, 1949, 12 minutes.

Keys to Electricity (Remington Rand), Remington Rand, Inc., 1950, 25 minutes.

Electric Typewriting Time (IBM) International Business Machines, 1951, 20 minutes.

Office Machines and Equipment

Hello, Business, (Dictaphone) Association Films, 1949, 20 minutes.

Machine Transcription: Machine Operation, (U.S. Navy), Castle Films, 15 minutes.

Machine Transcription: Transcription Technique, (U.S. Navy) Castle Films, 22 minutes.

Maintenance of Office Machines, (U.S. Navy) Castle Films, 1944, 37 minutes.

Modern Business Machines, (Teaching Aids Exchange), Teaching Aids Exchange, 1948, 20 minutes.

Shorthand Writing

Champions Write, (Gregg), Gregg Publishing Company, 1941, 15 minutes.

Secretarial Duties

It Must Be Somewhere, (Remington Rand), Remington Rand, Inc., 1948, 28 minutes.

Secretary Takes Dictation, (Coronet) Coronet Instructional Films, 1947, 10 minutes.

Duties of a Secretary, (Underwood) National Educational Films, 1947, 30 minutes.

Taking Dictation and Transcribing, (Gregg) Gregg Publishing Company, slidefilm and recording.

Filing Procedures in Business (Coronet) Coronet Instructional Films, 1950, 10 minutes.

Office Etiquette

Miss Do and Miss Don't, (BEVA) Business Education Visual Aids, 1949, filmstrip.

Office Etiquette, Encyclopedia Britannica Films, 1950, 16 minutes.

Etiquette in Business, McGraw-Hill, filmstrip.

Telephoning

Telephone Courtesy, (AT&T) Bell System Telephone Offices, 1946, 25 minutes.

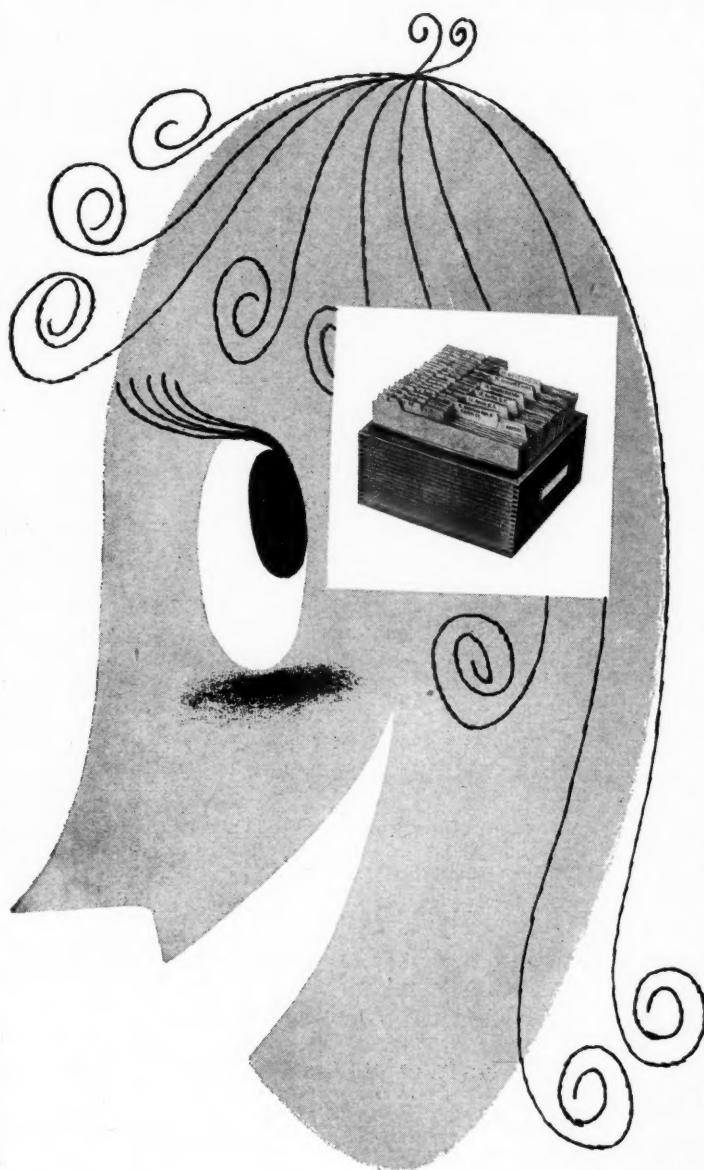
You Can Tell By The Teller, (AT&T) Bell System Telephone Offices, 1945, 18 minutes.

Letter Writing and Dictating

Frailley's Letter Clinic (Dartnell) The Dartnell Corporation, 1946, 15 minutes.

Writing Better Business Letters (Coronet) Coronet Instructional Films, 1949, 10 minutes.

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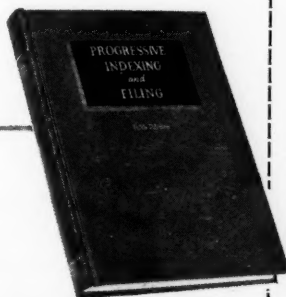
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- Shorthand (October) *Editor*—Dorothy H. Veon, Pennsylvania State College, State College, Pennsylvania.
- Typewriting (November) *Editor*—John L. Rowe, Teachers College, Columbia University, New York, New York; *Associate Editor*—Dorothy Travis, Central High School, Grand Forks, North Dakota.
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- General Clerical and Office Machines (February) *Editor*—Mary E. Connelly, Boston University, Boston, Massachusetts; *Associate Editor*—Regis A. Horace, State Teachers College, Plymouth, New Hampshire.
- Basic Business (March) *Editor*—Harold Gilbreth, Winthrop College, Rock Hill, South Carolina; *Associate Editor*—Gladys Bahr, Sloan Hall, Stephens College, Columbia, Missouri.
- Distributive Occupations (April) *Editor*—William R. Blackler, State Department of Education, Sacramento, California; *Associate Editor*—John A. Beaumont, State Department of Education, Springfield, Illinois.
- Office Standards and Co-operation with Business (May) *Editor*—Erwin M. Keithley, Department of Business Education, University of California, Los Angeles 24, California; *Associate Editor*—Charles B. Hicks, Ohio State University, Columbus, Ohio.

Where to Write

Distributors and Sponsors of Films Listed in This Issue

- American Telephone and Telegraph Company. (Enter request through the local or nearest Bell System business office.)
- Association Films, Inc., 206 South Michigan Avenue, Chicago 3, Illinois; 3012 Maple Avenue, Dallas, Texas; 35 West 45th Street, New York, N. Y.; and 351 Turk Street, San Francisco, California.
- Business Education Films, 104 West 61st Street, New York 23, New York
- Castle Films, a Division of United World Films, Inc., 542 South Dearborn Street, Chicago, Illinois; 1445 Park Avenue, New York 29, New York; Russ Building, San Francisco, California
- Coronet Instructional Films, Coronet Building, Chicago 1, Illinois
- Dartnell Corporation, 4660 Ravenswood Avenue, Chicago 40, Illinois
- Dictaphone Corporation, 420 Lexington Avenue, New York 17, New York. (Enter request through nearest Dictaphone district office or Association Films, Inc.)
- General Mills, Inc., Film Library, 400 Second Avenue, South, Minneapolis 1, Minnesota
- Gregg Publishing Company, The, 330 West 42nd Street, New York 18, New York
- International Business Machines, Department UF-6, 590 Madison Avenue, New York 22, New York
- Mahnke, Carl F. Mahnke Productions, 215 E. 3rd St., Des Moines, Iowa
- McGraw-Hill Book Company, Inc., Text Film Department, 330 West 42nd Street, New York 18, New York
- Remington Rand, Inc., Systems Division, 315 Fourth Avenue, New York 10, New York
- Royal Typewriter Company, Inc., 2 Park Avenue, New York 17, New York
- Standard Oil Company of New Jersey, 30 Rockefeller Plaza, New York, N. Y.
- Teaching Aids Exchange, Modesto, California
- Teaching Films Custodians, Inc., 25 W. 43rd Street, New York, New York
- Underwood Corporation, One Park Avenue, New York 16, New York; 135 Victoria Street, Toronto, Canada.

United Service is a continuous department of the BUSINESS EDUCATION (UBEA) FORUM. Members are urged to share their experiences with our readers. The most acceptable lengths for articles are one thousand or one thousand five hundred words. Manuscripts should be mailed to the editor or associate editor of the appropriate service.

UNITED SERVICES

SHORTHAND

DOROTHY H. VEON, *Editor*

THE VOICE RECORDER AS A TEACHING DEVICE IN SHORTHAND

Contributed by Nelda Snow, Texas Technological College, Lubbock, Texas

One problem that faces the conscientious shorthand teacher is that of providing additional dictation for the students who need it. With so many other duties it often works a real hardship on the teacher to spend the time necessary to hold extra dictation sessions for those trying to meet requirements set up for the course, or to pass certain tests. If there is voice recording and reproducing equipment in the shorthand laboratory, the students can take dictation individually or in groups without waiting for the teacher. The dictation which the recorder gives is especially good since it may be the same as that given in class by the teacher. It is a good idea to prepare the recordings at different speeds, giving the students an opportunity to improve their own speed by practicing. Many times a student will voluntarily take dictation from the impersonal equipment when he might be reluctant to ask for an appointment with the teacher for that purpose.

When make-up tests are required for students who have been absent, the teacher can supervise the test and at the same time be doing some other work at the desk. Brief form tests may also be given by the voice recorder, thus allowing those who do not pass the first time to repeat exactly the same test.

The Laboratory Assignment

The value of copying daily assignments from shorthand plates has been questioned, and it is generally agreed that writing shorthand from dictation is a better method of developing skill. Instead of assigning certain pages to be written for homework, on certain days, a laboratory period might be assigned for dictation to be taken from the sound equipment. The teacher might prepare the recordings from the textbook material; then the students would check their notes by comparing them

with the plates in the book. Interest is stimulated by dictating such items as school news or announcements.

New teachers, especially, often have wondered how they could dictate correctly with one eye on the copy and the other on the stop watch, and yet observe the writing habits of the students. Using the voice recorder leaves the teacher free to move around the room helping the students individually. It is also possible to detect difficulties that the students may be having and then dictate remedial material designed to correct these faults.

When new material is being given through the use of the voice recorder, the teacher may write on the blackboard while the students are taking dictation, thereby furnishing correct shorthand outlines which they can use for checking purposes.

The voice recorder is also suggested as a warming-up device. A five-minute take begins when the students arrive for class. This encourages them to get to class on time and also utilizes those few minutes which otherwise are wasted. In college classes that meet only three times a week, this would be especially valuable.

Individual Differences

Adjustments must be made for individual differences. This is accomplished by having the faster group go into another room and take dictation at a higher speed while the teacher is working with the slower group.

It is a current trend in secretarial classes to simulate office situations as nearly as possible. One objection to this procedure is that students get so accustomed to taking dictation from their teacher that they find it difficult to take it efficiently from anyone else. Since the voice recorder is portable, it can be taken to different offices so that businessmen can dictate letters to be used in classes. This should relieve some of the tension when students face their first jobs or first dictation from strangers.

The voice recorder also supplies a means of self improvement for the teacher. By using the voice recorder

(Continued on page 38)

UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Editor

INDIVIDUAL DIFFERENCES IN TYPEWRITING

*Contributed by Christine Stroop, New Jersey State
Teachers College, Paterson, New Jersey*

Perhaps the most exciting thing about teaching is the fact that no two students are ever exactly alike. Yet, our entire American system of education is based on the assumption that members of each class are more alike than different. The challenge is obvious: What can be done for the individual without penalizing the group?

In order to answer the preceding question, the teacher of typewriting must do three things. First, he must recognize the various types of individuals who make up the class. Second, he must know when to ignore the group in order to help an individual. And finally, he must be master of a variety of teaching techniques so that he will always have an alternate plan by which to teach those whom the first plan fails to reach.

Types of Individual Differences

As a rule, there will be three types of individual differences in each typewriting class—differences in personality, in manner of learning, and in speed of learning. The amount or degree of variation cannot be predicted, but all three types of individual differences are almost certain to be present in every class.

Differences in Personality—A teacher of typewriting can expect the members of the class to run the gamut in personality differences, from extreme extrovert to extreme introvert.

There will most likely be at least one "Show-off Charlie" in every class. Charlie has to have everybody's attention. He frequently asks, "How'm I doing?" or "Is this what you mean?" If he does not get enough attention by doing better than everyone else, he will do worse than everyone. Real tact, patience, and ingenuity must be used in order to keep Charlie from dominating the class and consuming three-fourths of the teacher's time.

At the other end of the gamut, there will be a "Wilting Willie" who literally wilts if the teacher looks at him. After the slightest criticism Willie is so upset that he cannot do anything right for the rest of the period. Even after a word of praise he freezes and cannot type again for several minutes.

In between these two extremes, there are all the others, including such personalities as "Conscientious Carl," "Sensitive Sue," "Anxious Ann," "Pessimistic Pete," and "Optimistic Opal."

Conscientious Carl has to check everything before he does it. He hates to bother the teacher all of the time so he checks with his neighbor. He just wants to be sure he understands everything before he begins.

Sensitive Sue cries when criticized and floats in the clouds when praised. Her feelings are hurt whenever the teacher finds a mistake on her paper, but she is queen of the class whenever her paper appears on the bulletin board.

Anxious Ann is so afraid she'll miss something that she never takes her eyes off the teacher. She is quite upset if the teacher says something she does not hear to any member of the class. She wants to profit by everyone else's mistakes.

Pessimistic Pete is sure that everything he does will be wrong anyway, so what difference does it make whether he tries to do his best or just does any old thing? Both praise and criticism roll off him like water off a duck's back.

All Optimistic Opal needs is just one more timed writing and she is sure that she will break the world's record. Just let her do the letter over once more and it will be perfect. She will even come after school to do it, but she won't listen to suggestions for improvement. Why should she, when all she needs is one more chance?

The teacher of typewriting must make all of these personalities, plus a few others who cannot be classified, forget themselves and type. It is not an easy job and there are no set rules to follow. Mostly, it is a matter of the correct amount of attention and the tone of voice to be used with each type.

For example, an entirely different tone of voice must be used when telling Show-off Charlie to "Snap the carriage back" from that used to tell Sensitive Sue the same thing. Pessimistic Pete will require individual attention several times each period, but Wilting Willie must be left almost entirely alone except for an occasional word of encouragement and praise near the end of the period.

The problem of differences in personality is a constant one. No single teacher of typewriting can do much to change the personality of any of his students. He can only hope to modify it enough during the class period so that the student will learn to type in spite of his personality handicaps.

Differences in Manner of Learning—There seem to be two extremes in the manner in which students learn typewriting. Both extremes will usually be found in the same class regardless of whether the teachers uses the

(Continued on page 38)

HARRY HUFFMAN, Editor
FRED C. ARCHER, Associate Editor

TODAY'S INDUSTRIAL ACCOUNTANT

Contributed by J. H. Lapperre, Controller, The Borden Company, Chicago, Illinois.

EDITOR'S NOTE: The contributor's varied experiences in three unrelated industrial activities, together with close professional contact with many presumably well-trained accountants, has disclosed some real weaknesses in most industrial accountants. In this article, he discusses how some of these weaknesses may be overcome.

Accounting educators have a great opportunity to round out the accounting student's knowledge to make him better qualified to contribute to the art of management. The business progress of a well-rounded accounting graduate will be greatly accelerated if less stress is given to accounting mathematics and more emphasis is given to the development of evaluation abilities.

A thorough grasp of the fundamentals of accounting is indispensable. It is equally important for the industrial accountant to explain what happened and why, and possess the ability to sell himself and his findings. This explanation should include what occurred in the past, what is happening currently, the probabilities of the future and the probable effect should certain stated events occur. The industrial accountant maintains the sole repository where the results of all business activities are fed, funnelled, combined, and translated into operational results. By coordinating this data with the current management program he is well equipped to aid in the evaluation of results. The industrial accountant should point up unusual situations as they come to his attention. Corrective measures are the sole responsibility of the appropriate operating head.

Among the major weaknesses and some of the means to overcome these weaknesses are:

1. *Failure to Interpret Data.* One of the most aggravating of supervisory experiences is to receive requested data from an accountant without any observations by the one who prepared it as to what is disclosed. While assembling the underlying data and completing the assignment this person must have drawn some conclusions which might prove informative and be an evaluating aid to the supervisor.

The industrial accountant should recognize that mere mathematical accuracy of a statement, or analysis, is not his sole responsibility. He should also point up special or unusual factors affecting the disclosed data. Thus he may bring out factors which may be of great significance and not otherwise apparent to the operational authority for whom it is prepared. Too apparent inefficiencies

might be readily explained by appropriate footnotes or similar comment.

2. *Inability to Prepare Analytical Reports, Which Might Assist Management's Planning and Controlling.* Management's responsibilities consist basically of orderly, forward planning, maintaining operational balance and insuring that plans are followed. Evaluation of results and the taking of quick action to correct unfavorable trends is also an important managerial function. Competent analyses by qualified industrial accountants can be of great assistance to management in fulfilling these responsibilities.

Many management decisions are predicated upon sound judgement, coupled with broad experience in the enterprise. However, business generally has been growing so complex by virtue of an expanding economy that few decisions can be made without careful investigation. Because of these circumstances, there is an increasing tendency by management to call for special analyses or surveys by the accountants to serve as a basis for decisions. Sound planning is essential, particularly in large organizations where a grasp of all factors by an individual or small executive group is impossible.

These surveys customarily envisage all phases of the problem and frequently include the establishment of standards of performance long before they are acted upon. These standards minimize the risk of inefficiencies or lost opportunities which might otherwise develop, to undermine the future of the business.

The industrial accountant is the logical person to make or at least participate in such surveys, and can make contributions directly in proportion to his imagination and evaluation abilities.

3. *Failure to Make Simple Presentations of Informative Data.* Accountants, due to their constant exposure to detail, frequently get themselves so involved that only they can interpret their findings.

Conventional accounting techniques are too static to be of great value to a layman in controlling current operations. Thus, a voluminous sheaf of data which observe all of the basic bookkeeping mores and represent considerable time and effort is useless unless accompanied by suitable explanations which are understandable to a layman, or even to one unfamiliar with the project.

A complete accounting staff job is the delivery of a simple, unbiased recapitulation in a format that tells a prophetic, rather than an historic story, to the exclusion of unessential details. Charts bearing no more

(Continued on page 40)

UNITED SERVICES

MODERN TEACHING AIDS

American Optical Company Photograph



The slidefilm and slide projector is important equipment for the business education classroom.

SUGGESTIONS FOR USING AUDIO-VISUAL MATERIALS IN BUSINESS EDUCATION

I. DETERMINE THE NEED

- a. For information
- b. For the skill to be presented

II. PREVIEW THE FILM

- a. Study prepared guide, if available
- b. Be sure film is appropriate, accurate, and up-to-date
- c. Pick out key points
- d. Work out, if not already available:
 1. instructor's guide
 2. material for the group—for discussions and assignments

III. PLAN THE SHOWING

- a. Arrange physical details
- b. Work out schedule for showing

IV. PRESENT THE INSTRUCTION

- a. Arouse interest of group
- b. Present film, reshow if necessary
- c. Distribute prepared materials—"handouts"
- d. Conduct discussion
- e. Assign problems, projects, or other work

V. FOLLOW THROUGH

- a. Clear up questions
- b. Make assignments
- c. Check on completion of assignments

USE AUDIO-VISUAL MATERIALS TO SUPPLEMENT AND ENRICH INSTRUCTION

SLIDEFILMS FOR THE BUSINESS CLASSROOM

The resourceful teacher will find many opportunities to use slides and slidefilms in the classroom. A series of still pictures may be prepared by the teacher on 35mm film and the negatives projected, or commercial films may be used to supplement the lesson from time to time.

Slidefilm equipment is less costly and easier to operate than motion picture equipment. The slidefilm projector purchased for use in the classroom should have an adapter for showing individual slides. Sound equipment is desirable if commercial slidefilms are shown, but the lack of sound equipment does not prevent the use of slidefilms with a silent projector.

Commercial slides and slidefilms are available on a variety of subjects. Many of the films are free, others may be rented or purchased at a nominal cost. Typical of the hundreds of slidefilms suitable for the business classroom are the ones listed below:

Basic Business

Buying Fruits and Vegetables, Consumer Education Department, Household Finance Corporation, 919 N. Michigan Avenue, Chicago, Illinois

Buying Processed Foods, Household Finance Corporation
How We Get Our Wool, Young America Films, Inc., 18 E. 41st Street, New York, N. Y.

Facts About Rayon Fabrics, Young America Films

Bookkeeping and Accounting

Bookkeeping and Accounting Errors, Business Education Visual Aids, Inc., 104 West 61st Street, New York, N. Y.

Interest—60-Day Method, Part I and Part II, Business Education Visual Aids

Bank Reconciliation, Business Education Visual Aids

The Accounting Cycle, Text Film Department, McGraw-Hill Book Company, Inc., 330 W. 42nd Street, New York, N. Y.

Adjusting Entries, Part I and Part II, McGraw-Hill

Distributive Occupations

How to Make a Question Clinch a Close, Audio-Visual Enterprises, 4405 Springdale Drive, Los Angeles, Calif.

The Human Touch, Coca Cola, Local distributor

Your Retail Store, Young America Films

Typewriting

Do You Know Your Typewriter? Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Ill.

Miscellaneous

Miss Do and Miss Don't, Business Education Visual Aids
Etiquette in Business, McGraw-Hill

UNITED SERVICES

GENERAL CLERICAL

MARY E. CONNELLY, Editor
REGIS A. HORACE, Associate Editor

LET'S GET DOWN TO EARTH IN CLERICAL OFFICE PRACTICE

*Contributed by Marion F. Diamond, Laconia High School,
Laconia, New Hampshire*

CONTRIBUTOR'S NOTE: *This is the third year I have had the opportunity to teach clerical office practice. It has been an experience and an experiment. The ideas discussed in this article have been utilized in my class. None of these ideas are original, but were adopted from personal experiences in actual office positions.*

The emphasis in education today is to educate the individual, not the group. What an excellent opportunity the teacher has to accomplish this in clerical office practice.

All of the pupils in high school who choose business are not adapted or interested in a study of stenography. Why should they be? All office positions are not stenographic. Statistics issued on office employees prove that clerical workers are in the majority. Let's become practical and benefit by the opportunity offered in clerical office practice. Adhere to the suggestion implied in the name of the course itself and make it office practice.

Create Office Atmosphere

Office practice class should be made as nearly like an office as possible. Of course this cannot be accomplished in every detail and will in many respects be artificial. There are learning processes which are necessary and which must be presented, due to the time factor, to the class as a group. But, this need not be the procedure for all instruction. Instruct individuals whenever and wherever possible, not in stilted units, but as the need arises.

An office routine can be developed by a rotation system with work assigned for a two-week period. This system should be applied to all types of assignments, not just to machines. Monotony is avoided by varying the type of work assignments, alternating machine work with the other types of work.

Office Personnel Duties

Two pupils most important to this plan are the "Office Manager" and the "Office Clerk." They assume multiple routine duties which permit the teacher to become the supervisor. The office manager holds a very important position. His duties involve care of supplies, bulletin board, proofing materials, assisting with instruction, distribution of work assignments, taking attendance and assuming complete charge of the "office" when the supervisor is not present. The office clerk actually assumes the duties of the office boy. Errands, care of the

SPECIAL ASSIGNMENTS FORM

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Requested by _____ Date _____ No. Copies _____
Room # _____ Due Date _____ Paper _____
Type of Work (check)
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Original Copy _____ Duplicator _____ Proof _____
Margins: Top _____ Left _____ Right _____ Bottom _____
Spacing: Single _____ Double _____ Triple _____

Please Attach Special Instructions

Do Not Write Here

Assigned to _____ Date _____ Due _____
Approved by _____ Date _____ Rank _____
Assignment _____ File _____
Comments and Criticisms: _____

office, handling the mail and those minor details which are time consuming but essentially are the responsibility of the office clerk.

Some of the class members are assigned to learning and practicing machine operation. Those who remain are given assignments which allow for a practical application of the various phases of their work. Our school does not have a part-time work schedule in cooperation with private business in the locality, but the school office and the nurse's office welcome these clerical helpers. Duplicating, filing, record keeping, and any type of clerical work which we can handle is completed by these pupils. They also serve for a period of two weeks. No individual assignment is for the duration of two weeks, except for machines and offices, but rather as one "job" is completed another is assigned. Employing this method permits variety or emphasis on a particular weakness. If one produces poor carbons, let the assignments be the type involving carbon work.

Be Practical with Assignments

Do not assign "busy work." Make assignments of a practical nature. What a difference there is in results! For example, instead of assigning copy work from a textbook, let the pupil actually compose and complete the letter, affix a stamp to the envelope and place it in the mail box. All correspondence originating from the instructor's desk should be handled in this manner.

(Continued on page 34)

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

WILLIAM R. BLACKLER, Editor
JOHN A. BEAUMONT, Associate Editor

OREGON OFFERS VOCATIONAL EDUCATION FOR THE DISTRIBUTIVE OCCUPATIONS

Contributed by Theodore K. Pierson, Coordinator of the Part-Time Training Program, Salem, Oregon

Much has been written concerning education for the sixty per cent who no longer plan to further their formal education beyond high school graduation. Education for All American Youth can partly be accomplished through phases of vocational education. Vocational education is thought to be education by activity or doing. It is work and activity which has been supplemented by related instruction. It is education for life-like situations and circumstances. This form of education has been advanced, developed and encouraged in part through the program of vocational education for the distributive occupations.

Oregon has promoted and accomplished to a high degree that which is desirable for some frustrated and deserving boys and girls who are no longer satisfied with the present type of curriculum. It is not necessary to delete the fundamentals of education—the three “R’s”—but to enrich offerings of school work which has more significance to some of those in the teen age groups. Much learning takes place through the application of instruction for a specific job situation which is close to daily activities. To learn how to do things and apply them under daily conditions is healthful. It is beneficial to those who are more interested in work than in academic achievement.

Rules, regulations and policies established in the classroom can and have been established which coincide with those of many local places of business in which boys and girls are employed. The classroom is used as an experimental station, a place for employees to discuss problems which a busy day in a job does not afford.

Evaluating of students on the job complies with procedures incorporated in the retail selling class. Grades by the laboratory instructor, the employer, are submitted to the school on the basis of selected criteria necessary to develop correct work habits of a student and which in turn aids the student in becoming a successful employee. Some items included on the rating card include: initiative, ability to get along with others, ability to follow instructions, attitude, punctuality, dependability, personality, knowledge of the job, accuracy, care of materials and equipment, honesty and other items which the employer may feel necessary to include in order to rate an employee. Should a student be doing poorly, corrections can be made which often prevent dismissal.

It should be noticed that interest shown by the employer and coordinator in seeing that a student succeeds is conducive to a worthwhile cooperative community enterprise. A student if corrected of his short-comings often enough becomes a successful and happy worker. Also, this form of evaluation tends to keep the student mindful of what he must do in order to hold his job and progress. Some businesses could profit by such a procedure if they would instigate a systematic form of evaluation, at intervals, of or for all their personnel.

History, literature, physical education and the numerous subjects taught in our high schools do contribute to the development of good citizens. Some students must work in order to continue with their education. Some work because it meets their needs, ambitions and desires. Some find the Oregon distributive education program helpful to them to develop poise, independence and a sense of security not often gained and experienced in the formal type of many classrooms. Students are regarded as grown ups and hold positions similar to those of older personnel. As one realizes, it helps bridge the gap between school and the business world.

Should a boy discover he is not fit for the type of job in which he is employed, he has learned this lesson before it is too late. He might then return to school to continue his education in subjects and kinds of activities in which he is better adjusted and adapted. True, guidance tends to eliminate such errors of wrong placement. The local coordinator can and does assist in placing the correct type student in the right job.

It is imperative that classroom objectives be such that they conform to job activities. The demands of each community in this state necessitate interpretation of the state course of study to meet the needs of each local program.

Classrooms can benefit from store units. These units add interest to the subject content and materials similar to those a student handles and sells on the job can be displayed, analyzed and studied. Store units can be built from specifications presented by individual schools. Under this procedure units can be constructed which will fit the space made available by respective school systems. With a store unit incorporated within the classroom, the local merchants are glad to work with the school on displays. This also provides an opportunity for the merchants to introduce their various types of merchandise. A unit can also afford an opportunity for refresher courses and adult evening classes.

Oregon is predominantly agrarian. Farming and lumbering demand a large percentage of the total labor-

(Continued on page 40)

HAROLD B. GILBRETH, Editor
GLADYS BAHR, Associate Editor

TEACHING BUSINESS LAW

*Contributed by Stephen J. Turille, Madison College,
Harrisonburg, Virginia*

Many fine business or commercial law textbooks are available in the teaching of this important social force which helps give direction to the activities of man. This subject is more frequently taught in the 11th and 12th grade and is a one or two semester course.

Objectives

The objectives of the business law course include the "play the game of life and business according to the rules" concept; the acquaintanceship of the consumer with consumer business law applicable to business transactions; the development of citizenship and working for the social good; the instilling of a respect for law and order; and a consumer understanding of the organization and functioning of courts.

Probably the greatest single unit taught in many business law courses is that of contracts. Some schools devote as much as one-third of their time in the law class to the study of contracts. Next in frequency come negotiable instruments, followed by agency, sales, bailment, insurance, and real estate. The business law course, properly taught, has high consumer value.

Motivating Devices

A number of highly satisfactory motivating devices are available in the teaching of business law. Instead of listing the plaintiff and the defendant in cases assigned, use student names. Newspaper articles can be used to develop a legal vocabulary. Posters on traffic, safety, accidents, and fires, and their legal relationships, can be made and prominently displayed. Terminology, spelling, and identification bees are interest-getters and name-retainers. The actual writing of checks, notes, and drafts in class and having students exchange and transfer them by indorsement, as well as court room visits, will apply the learning to real life situations. Objective tests over units of instruction can be administered, scored and marked, and coded by number, if the test results are to be displayed on the bulletin board.

Techniques

The teacher should work as hard perfecting teaching technique in business law as in the skill subjects of shorthand, typewriting, or bookkeeping. Business law must not be treated in the business curriculum as a

"left-over" subject. With such a teacher-attitude the development of a social and business consciousness on the part of the student toward the privilege and the responsibility of the need to uphold, defend, and improve all local, state, and national laws will be lacking!

Consumer Emphasis

The teaching of business law must give considerable emphasis to the consumer point of view. The producer angle is not neglected under the latter procedure; but over-technical specialization will not be attempted by the business law teacher when he maintains a proper perspective by presenting the material from a consumer-producer point of view, rather than from strictly a producer viewpoint. It is with this in mind that the consumer emphasis is given to the check-sheet. A 1-2-3-4 numeric checking should be employed by the business teacher in rating the items as to relative degree of importance with a corresponding degree of class time allocation made for the various topics.

Testing

It is possible to be objective and specific in testing for learning in business law. New type objective test questions, such as true-false, multiple-choice, matching and completion items, can be used effectively. They permit a more intensive testing of more business law. These objective questions should be supplemented by law cases or problems to be worked out. If the case method is used the student should be requested to give the decision (answer to the question raised); and state the rule of law which substantiates the decision. Many law teachers use case books with a definite outline procedure for each member of the class to follow. This outline may be illustrated as follows: [1] Case Number; [2] Parties Involved; [3] Facts of the Case; [4] Legal Question Involved; [5] Decision; [6] Reasons for Decision. A "yes-no" type of answer to cases is not satisfactory.

Methods

Several methods of teaching business law have been described in the professional literature in the field. The "lecture" method is more suitable as a college method than as a high school method. High school pupils are too immature to segregate and record facts presented under this method. The "recitation" method, sometimes known as the "socialized recitation" method, is a question and answer technique based on assigned reading units from the text. Maintenance of interest is a difficult problem for the teacher. Some teachers contend

UNITED SERVICES

BASIC BUSINESS

this method leads to memory work, bluffing, and "getting by." It often becomes difficult to evaluate students by the recitation method.

The "case" or "inductive" method presents cases to analyze from which analysis a principle of law is developed. The case method is interesting and may be personalized. Most textbooks contain many cases applicable to each unit. It develops "thinking through" and diagnostic reading of problem situations. On the other hand, the case method is frequently beyond the mental range of the average high school pupil. The difficult terminology and close wording of many of the cases are not on the high school reading level.

The "discussion" method, a modification of the recitation method, is sometimes used. Here statements are made by the teacher which are designed to encourage discussion and which leads to the formulation of principles of law under study. A superior teacher is called for under this method so that unnecessary argumentative debate is eliminated but reasoning and points of view developed, analyzed, corrected, and formulated into principles of business law.

General Clerical

(Continued from page 31)

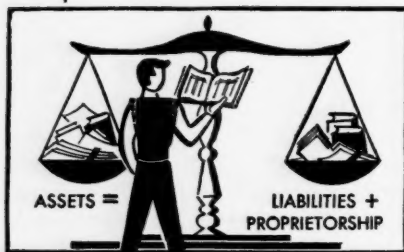
Possibly there is a question of where the formal learning processes are presented to the group. The first thirty minutes of the period seem to be sufficient time for the necessary formal instruction. It also gives an excellent opportunity to present through formal discussion such major topics as securing employment, employer-employee relations, absenteeism, health, and personal development.

Personal experience proved that a question box can lead to many changes in routine. Also valuable ideas and topics for discussion appear in the question box.

Presentation of clerical office practice, using practical methods, cannot originate entirely from a textbook. It takes planning, patience, and persistence on the part of the teacher-supervisor in order to avoid the easy route of "Read pages 75 to 103 for tomorrow." But—it is a chance to "come down to earth" and give a preview "today" of those duties "tomorrow" which our pupils will meet in trying to earn a living.

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UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

ERWIN M. KEITHLEY, Editor
CHARLES B. HICKS, Associate Editor

CO-OPERATION WITH BUSINESS

Contributed by Louise Henderson, Co-ordinator, Co-operative Office Program, Detroit Public Schools, Detroit, Michigan

Business is most willing to share the responsibility of training our young people. It is especially willing because businessmen realize that the best training in skills is still not enough to make good employees. Pleasing personality, wholesome attitude, neat appearance, and good work habits are necessary attributes beyond the skill level of training.

A co-operative program is the medium through which business can share the responsibility of educating and training young men and women for their places in society. Through actual office experience, students learn firsthand what business expects of its employees.

How a Co-operative Program Works

In a co-operative program the student alternates his time between the classroom and the place of employment. In some schools the alternation is on a two-week basis. In others it may be on a one-week or a half-day basis. At the Detroit High School of Commerce, where over two hundred students are enrolled, assignment to a job is on a half-day basis, either in the morning or afternoon. The students are assigned to positions in pairs so that the job is covered all day and the office equipment is in steady use. Co-operative classes are scheduled both in the morning and afternoon to accommodate the students on the program.

The co-ordinators contact the employers, refer students to places of employment, supervise and counsel the students on the program, and constantly try to locate other businesses that will come into the plan.

How the Employer Benefits

Employers and students alike are enthusiastic about the co-operative program. Employers state that the "co-op" students are much superior to part-time student employees who do not come under a co-operative program. They believe this superiority is largely in their attitude toward their work. It is evident that the students are more serious, reliable, dependable, anxious to learn, and better workers than unsupervised students. Part of this is due to the close follow-up on the part of both the school and the employer.

The co-operative program is advantageous to the employer from the standpoint of weeding out misfits before too much time and money have been spent in train-

ing. The individual's quality of work is usually at a high level during co-operative employment, since school credit is dependent upon the employer's report of satisfactory performance.

How the Employee Benefits

Co-operative students are exposed to a variety of jobs. In one business they are rotated to seven different jobs a semester. Actually about the time the student gets broken into a job and becomes of some value to the department, he is shifted; but the store finds that the procedure is extremely worthwhile in the long run. The students have great versatility after being trained on several jobs and can be used in various positions. Such a training program gives the employers well-trained employees on graduation and ones who are excellent promotional material.

The co-operative program in itself constitutes a good guidance technique. Youngsters learn to find themselves. It enables them to determine whether or not to continue the work in which they have specialized in school and whether they can meet the standards required in the particular business.

Such a program offers them security in knowing that, if they qualify, they will be eligible for full-time employment on graduation. Former "co-op" students adapt themselves readily to new jobs and have a head start in their business career at a salary much higher than they would obtain otherwise.

Another important feature of the co-operative training program is that youngsters can earn their way through high school and college. The minimum wage of seventy-five cents an hour prevails, but in many instances the rate is much higher. Even parents who are financially able to send their children to school find it advantageous to have them earn part of their expenses.

The contact with the business world illustrates to the student the importance of education and thorough training, thus making the school work more meaningful. In many instances it stimulates a desire for education beyond high school.

The students develop many new skills, such as meeting the public and using the telephone, as well as the importance of punctuality, loyalty, good work habits, and industry.

The office co-operative student is given credit toward graduation for his work experience if he does satisfactory work both at school and on the job.

Under the co-operative plan of education, the co-operative graduate not only has covered as much theoretical work as the regular graduate, but he has had as much as

UNITED SERVICES

OFFICE STANDARDS

two full years of experience on jobs, planned by the school to give him the experience necessary for the career of his choice.

Adjustments Needed

To make this type of education effective, adjustments and planning on the part of both the school and the employer are necessary. There must be certain understandings. Employers must agree that they will not hire any co-operative student on a full-time basis until he has graduated. Also, there must be present the element of permanency. The schools cannot afford to work with business if during slack periods the training program is abruptly discontinued. Neither can business afford to work with schools if a change of administration or some school requirement is permitted to interfere with the students' continuing on the job. Both sides need to consider the co-operative training program as a regular permanent program.

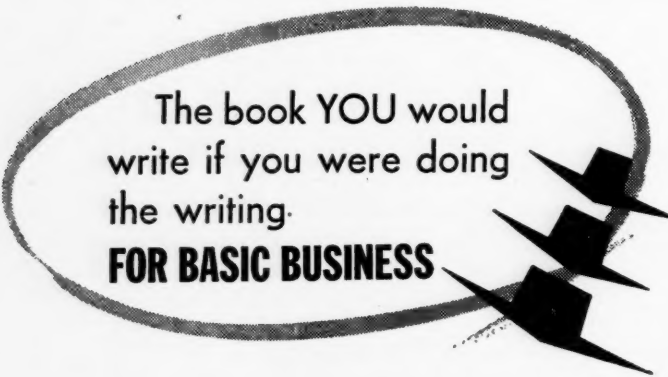
The type of firms and jobs in which pupils are placed

is also important. Co-operation should be arranged with those businesses where there is a good opportunity for promotion and permanency after high school graduation.

Classroom teachers frequently comment that the poise, attitudes, interest, appearance, and general development of co-operative students are superior to those traits in the regular high school student.

Not only do the students and employers benefit from the co-operative program, but the school benefits as well. Through this sharing of responsibility, the school learns of the needs of business and does a better job in preparing all its students—not just the co-operatives—for a smoother transition into adult society.

A special package containing three issues (May 1947-49) of **BUSINESS EDUCATION FORUM** which features office standards and cooperation with business may be obtained by sending one dollar (postage paid on orders accompanied by check or money order) to UBEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.



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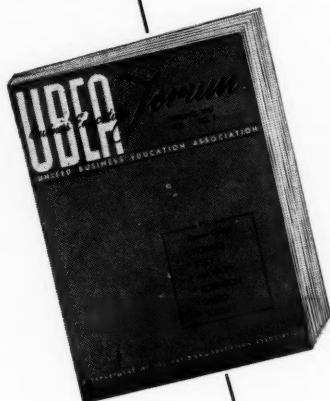
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San Francisco 3

... the ideas
which promote better
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Regular membership (\$3) in the United Business Education Association includes subscription to BUSINESS EDUCATION FORUM. The professional membership (\$6) includes subscriptions to BUSINESS EDUCATION (UBEA) FORUM and THE NATIONAL BUSINESS EDUCATION QUARTERLY. Regular members may join the four UBEA Divisions by becoming professional members of the Association.

Film Source Books

Educators Guide to Free Films by John W. Diffor and Mary Filey Horkheimer, Educators Progress Service, Randolph, Wisconsin, 1951, \$5.

THIS publication is a helpful source of information for the entire school. The book is well indexed for ease in locating films. The Eleventh Annual Edition lists approximately fifty free films under the heading, "Business Education."

Directory of Film Evaluation for Teachers of Business Subjects, Kappa Chapter of Delta Pi Epsilon, Instructional Materials Laboratory, University of Michigan, Ann Arbor, 1951, \$.75.

THE SOLE purpose of this evaluation of films and filmstrips is to tell business teachers how one group of experienced teachers reacted to the use of the films and filmstrips included in the Directory. (See December, 1951 BUSINESS EDUCATION FORUM, page 34, for a more complete description.)

Educational Film Guide, Frederic A. Krahn, The H. W. Wilson Company, 950 University Avenue, New York, N. Y., 1951, \$5.

THIS SOURCE book is revised each year and supplementary lists of new releases are issued several times a year.

Filmstrip Guide, Frederic A. Krahn, The W. H. Wilson Company, 1951, \$3.

PUBLISHED quarterly in December, March, and June, with an annual cumulation each September. This book includes descriptions of the many commercial filmstrips available on loan, free, or at a nominal purchase price.

Other Books

Audio-Visual Aids to Instruction by Harry C. McKown and Alvin B. Roberts McGraw-Hill Book Company, New York, N. Y.

Audio-Visual Methods in Teaching by Edgar Dale, Dryden Press, New York, N. Y.

Audio-Visual Materials and Techniques by James S. Kinder, American Book Company, New York, N. Y.

Opaque Projection, A New Frontier in Teaching by J. W. Taylor, American Optical Company, Buffalo, New York.

Preparation and Use of Visual Aids by Kenneth B. Haas and Harry Q. Packer, Prentice-Hall, Inc., New York, N. Y.

The Audio-Visual Handbook by Ellsworth C. Dent, Society for Visual Education, Inc., Chicago, Ill.

Visualizing the Curriculum by Charles Francis Hoban, Charles Francis Hoban, Jr., and Samuel B. Zisman, Gordon Company, New York, N. Y.

UNITED SERVICES PROFESSIONAL READING

Booklets

How to Use a Business Library, H. Webster Johnson and Stuart W. McFarland, South-Western Publishing Company, Cincinnati 2, Ohio, 1951, 122 pages, \$.35. College instructors and students will find this manual very useful as a source for locating business information published in books, pamphlets, newspapers, and magazines, many of which are obtained from associations and from government agencies.

Record Keeping for Small Stores, Superintendent of Documents, Government Printing Office, Washington 25, D. C., 94 pages, \$.65. This congressional report is a manual telling small retailers what business records are needed and how they can be kept with a minimum of time and effort. Illustrations showing various business and accounting forms are included, and explanations of accounting and bookkeeping procedures are given.

FM for Education, Government Printing Office, 12 pages, \$.20. A new and interesting medium for education has been opened through FM school stations. Teachers, school administrators, and businessmen will be interested in reading what others say about this modern approach to learning.

Some Supplementary Teaching Aids on Financial Security Education issued by Institute of Life Insurance, 488 Madison Avenue, New York 22, N. Y. 16 pages, free. A list of free and inexpensive materials on financial security.

A List of Motion Pictures and Filmstrips on Financial Security issued by the Institute of Life Insurance, free. One of the few listings prepared especially for students of money management, banking, insurance, Social Security, investments, home ownership, and consumer economics.

List of Outstanding Teaching and Learning Materials, Association for Supervision and Curriculum Development, NEA, Washington 6, D. C., 1951, 40 pages, \$.75. This bulletin is a reference to outstanding curriculum materials which were produced during the period, 1948-50.

Chart

History of 10,000 Life Insurance Policyholders issued by Institute of Life Insurance, 488 Madison Avenue, New York 22, N. Y., wall chart (35" x 37") \$.15. A visual aid to explain the operation of life insurance. A teacher's guide provides background information and explains the significance of the concepts illustrated.

Shorthand

(Continued from page 27)

for classroom dictation, the teacher can improve his skill in writing on the board. He may use it, as the students do, for practice dictation. The voice recorder has a dual advantage: a mechanism to regulate the speed of dictation and a mechanism to play back in order to check shorthand.

Almost all teachers have the desire to know the exact sound of their class session. By using a one-hour spool, tape, or disc an entire period can be recorded; then, the teacher is able to study his own defects. He can determine whether time was wasted, whether he was patient and helpful, and whether the lesson was well prepared and presented. Attention may also be given to the

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voice which is so important in dictation. Using these findings, a real self-improvement program can then be planned.

In this "machine age" many shorthand teachers are now using the voice recording and reproducing equipment as a capable assistant that saves them a great deal of time and energy formerly expended on routine matters.

Typewriting

(Continued from page 28)

whole or part method of introducing the keyboard and regardless of whether he uses the speed or accuracy approach.

At one extreme there will be "Give-Me-A-Rule George," who must have a reason for everything he does. George never improvises. If he is told that the date should be written on the fourteenth line from the top, that is where he puts it even though it overlaps part of the letterhead. George is just as persistent as he is consistent. Therefore, his teacher had better be armed with foolproof rules.

Down at the other end, there is sure to be a "How-Do-You Harry," who must be shown the same thing over and over. He just can't remember a rule. Harry learns only by watching, trying, and forgetting; watching, trying, and forgetting. Someone has said that Harry will forget at least eleven times before he has learned any process. Harry's teacher must be a patient and skillful demonstrator.

Of course, in between Harry and George there are all of the others who need both rules and demonstrations in varying amounts. The skillful teacher of typewriting tries to blend rules with demonstrations so that most of the class will receive a proper dosage of each, but he still must give individual prescriptions to George and Harry.

Differences in Speed of Learning—Again, regardless of the methods being used, there always seem to be two extremes in the speed with which students learn.

One extreme is typified by "Slow-but-Sure Sara." She must master each and every stroke before trying another. She will, if necessary, spend an entire period on one sentence in order to perfect it. There is joy only in perfection for Sara.

The other extreme may be classified as the "Nervous Ned" type. Nervous Ned wants to run through each drill once and quickly. He is always anxious to turn the page. Mistakes do not bother him, but he must pick up speed steadily or he becomes discouraged.

The class will usually be spread between these two extremes, and the teacher must set the pace both for the group and for the individuals. Great skill in the selection and timing of drills is required in order to see that every student learns to type with maximum skill. While the textbook and the teacher's manual will help with this problem, they cannot solve it. The teacher must become attuned to the natural tempo of the group and of the individuals in the group, and then set a pace by which maximum learning will take place.

Once the teacher has recognized and classified the various individual differences prevailing in the class, he is faced with the problem of finding the time to do something about them.

The Time for Individual Instruction

Little attention can be given to any individual student until after the class is running smoothly as a whole. The teacher's first duty is to the group. He must establish desirable routines and group habits before he can devote much time to the individual. He must also get the feel of the group and know each member before he can be of real help to the individual. In some instances this will require only a period; in others an entire week may be required. In every case, however, individual instruction must follow group instruction.

Just as the beginning of each term must be given to the group, so must the beginning of each class period. This is also true of the end of each period, when the teacher must give his attention to the group as a whole in order to bring the day's lesson to a satisfactory close.

Therefore, the time for individual instruction is in the middle of the period. After he has started the group to work, the teacher should have time to move about the room, instructing individuals. He does not have time to check papers at his desk! He should, however, have time to check the work individual students are doing at their typewriters. It is during this period that he can give George the extra rules he requires and can assign special remedial drills to Nervous Ned.

It is absolutely essential that individual instruction be given for a specific need. And it is entirely possible that the best individual aid that can be given some students is to leave them alone. Wilting Willie, for example! Until he asks for special help, all he needs is a word of encouragement as he leaves the room. Interfering with students who are learning by experimentation or nagging at others who by nature are slow or stubborn, can do more harm than good.

Until the teacher knows for sure the type of help needed by the individual, it is best to leave him alone. There will then be plenty of time in the middle of the period to take care of those individuals whose problems the teacher can help to solve, and time enough to detect and analyze the new problems.

Techniques for Individual Instruction

The teaching technique most frequently thought of in connection with individual instruction is that of moving from student to student, making suggestions for improvement, and occasionally demonstrating the correct procedure to an individual student. And certainly, this is one of the most effective and obvious ways to care for individual differences.

There are, however, certain techniques which permit the teacher to give attention to the group as a whole and

(Continued on next page)

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make adjustments for individual needs at the same time.

For example, students may be allowed to select their own goals for timed writings. They may even be allowed to select the type of material on which they need drill. Students can do excellent jobs of analyzing their own errors and selecting adequate remedial drills. After only a few days of examples, students can be depended on to select their own words for preview drill.

In addition to these techniques, the typewriting teacher should be thoroughly familiar with the various methods of teaching the keyboard and of achieving mastery. Then, if the teacher is using a speed before accuracy approach to typewriting and has a student who refuses to learn in this manner, he will know how to teach him by the accuracy before speed approach.

No matter how good the teacher, once in a while, he is likely to encounter a student whom he cannot teach to type. When this happens, the student should be transferred to another teacher if possible. If not, he should be allowed to drop typewriting without penalty; and the teacher should not feel too bad about it.

Any teacher who can teach typewriting to Charlie, Willie, Carl, Sue, Ann, Pete, Opal, George, Harry, Ned, and Sara—all in the same class—needs the wisdom of a psychologist, the patience of Job, the love and understanding of a mother, the tact of a salesman, the control of an actor, the skill of an expert craftsman, and the physical stamina of a football hero.

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Bookkeeping

(Continued from page 29)

than two factors frequently lend themselves ideally to such a presentation.

4. *Failure to Contribute to the Development or Improvement of Systems and Procedures.* If one traces the history of the systems and procedures underlying a particular accounting end-result, it will generally be found to stem from a new and pressing legislative or management data requirement. Over a period of time, there are alterations to fit expanded requirements, or occasionally the whims or method concepts of the individual. Unfortunately, methods have a tendency to perpetuate themselves. Most of us are creatures of habit and tend toward acceptance of methods so long as they produce acceptable results.

We should impress students that there is more than one way of doing things, and stimulate constant open-mindedness. The flexibility necessary to promptly cope with the constantly changing situations in the business world should be uppermost. The aim is a constant inquisitiveness and striving for better systems and procedural methods.

Every industrial accountant should make it a point to appropriate part of his time to the discussion and review leading to more efficient clerical methods and procedures, particularly machine applications. Outside technical reading and interchange of ideas with colleagues is a necessity. The industrial and management engineer has too often supplanted the industrial accountant through the aggressive modernizing of systems.

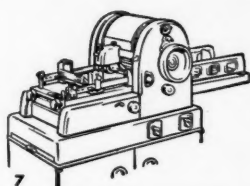
Advanced accounting circles hear more and more of the importance of the industrial accountant. His control and presentation of the vital company records can contribute heavily to management accomplishment and his own. Early training in evaluation can contribute materially to this role.

Distributive Occupations

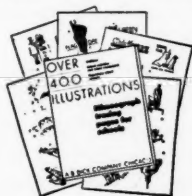
(Continued from page 32)

ing population. However, with high standards of a sound program of vocational education for the distributive occupations, this state can look forward to an ever increasing growth in this form of education as a means of meeting the demands of growing communities plus the expansion of school curriculums to aid those students who do not plan to go to college. The increase of population and economic conditions will provide opportunities for those who can, will, and want to work.

Education is only as valuable as that education which meets the needs of those whom we must educate. Our youth is the strength and future of our nation. Our nation has grown because of hard working people. Youth must be taught how to work and become desirable parents and citizens. Education for the distributive occupations not only teaches things mentioned previously, but affords many and varied opportunities for young people to start work under guidance and assistance from an interested school faculty and laboratory instructors, and the employer.



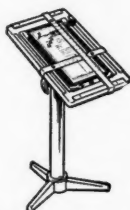
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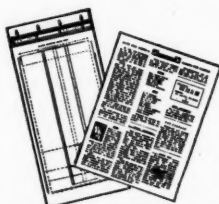
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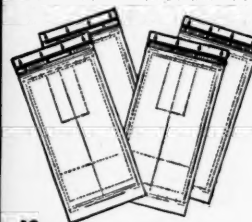
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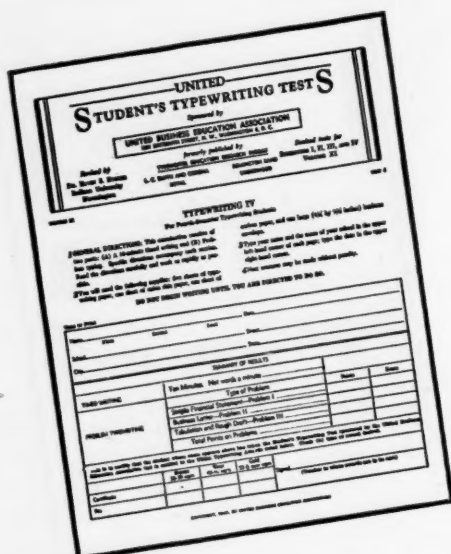
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 Part IV. Minutes of Meeting

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 Part I. Timed Writing
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FOUR RESPONSIBILITIES WE SHOULD NOT SHIRK

Our *first* responsibility is to improve our classroom performance with respect to making pupils what we want pupils to be. For some time there has been considerable agreement among business educators as to what we want a pupil "to know" about business education, but what we want a pupil "to be" has never been made clear to him. It is possible that this situation exists because we as business teachers are not quite certain about it ourselves.

Naturally, there is no separating what a pupil knows from what he is, but it does not follow that knowledge alone will make him effective. Our job is not done until we show progress in developing in our pupils some of those traits and characteristics which we believe are fundamental to good human relations in business. Progress will come only when we can make it clear to ourselves and to our pupils just what it is that we want boys and girls to be—what traits, qualities, and attitudes we want them to have. Even then we have just begun. We must find a way to evaluate the pupil's performance in terms of these goals set by us and him. Our appraisal must be made known to and interpreted for him so that he can evaluate his performance, too. Our next step, and a most important one, is to work with the pupil in developing for him a purposeful program designed to eliminate his weaknesses and capitalize on his strong qualities. Then we must follow up to see how it works. Helping pupils to become the kind of people we want them "to be" is a responsibility that business teachers and all others teachers must share if we are to do our jobs well.

To become better acquainted with our fellow-teachers and better informed about the offerings outside of the department of business education is a *second* responsibility we face today. This must be done if we are to make a substantial contribution to basic business education for all pupils.

We cannot continue to sit apart and say that we have something to offer that is good for everybody and ask them to come to us to get it. No one, in or outside of business education, doubts that we have pertinent, basic information of value to all students. For much too long a time we have been trying all by ourselves to define what business activities and experiences are good for all, and then we have set about keeping it in a package that

is held only by business teachers in a business education department. It is our responsibility to follow basic business for all wherever it goes; see that it is adequate and complete; see that it gets into the curriculum in such a way and place that every boy and girl is exposed to it.

Unless and until we acquaint ourselves with what is going on about us, we can never convince administrators, superintendents, and principals that we understand and share with them the whole problem of education, and that we are willing to help them get the job done whether they favor doing it in our department or not. There has been too much looking out for our subjects and protecting our departments and not enough concern for pupils. The way to give basic business education its proper place under the sun is for us to determine what business education is basic for all and then see to it that it gets into the program of every pupil wherever it fits best.

A *third* responsibility of business teachers is to acquaint themselves with the business life of their community by studying what happens to their pupils and graduates on the job. Our product is students, and it is important that we see how well or poorly our training has fitted them for employment.

Experience gained from an acquaintance with businessmen, business firms, and students on the job provides an excellent guide for changes in the business education curriculum, and there is no research to prove that this activity on the part of a teacher would not bring to him many of the advantages which are now being claimed for work experience.

A united front for business teachers is the *fourth* and a "must" on our list of responsibilities. To know that one is a member of a large number of business teachers working for better business education can have tremendous value both for the individual and the profession. How this completely united front will come about remains to be seen, but much of what has been gained may be lost unless we can get together and make a stand for education first, but with a special interest in business education; that we work effectively in our local, state, regional, and national groups with a view toward improvement of the total program of education and business education in particular; that we have common goals and objectives; and, that we are humans who can work together harmoniously in achieving these ends.

It is the responsibility of every business educator to support his unified association—local, state, regional, and UBEA—and it is the responsibility of the leaders in business education to make it possible, desirable, and professional for every business teacher to support a united drive for better business education. Let's capitalize on this feeling of "belonging" and do a better job in our classroom, in our school, in our community, and in our professional life.—EARL G. NICKS, University of Denver, Denver, Colorado.

UBEA IN ACTION

NEWS, PLANS, AND PROGRAMS

National Membership Director

Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee, has been appointed UBEA National Membership Director. The new director



THEODORE WOODWARD
UBEA Membership Director

will head the UBEA Student Classroom Services and 10,000 Club.

The office of national membership director was created by the National Council in response to the recommendation of a special committee which was appointed by the president to study the problem of membership promotion. In making the report for the committee, E. C. McGill, chairman, said "The responsibility of building a strong membership belongs to all of us in UBEA. The committee members believe that a national membership director should be appointed to supplement the work which is now being done by headquarters staff and the various district membership chairmen."

UBEA has grown from a membership of 3,035 in 1946 to a membership of 6,541 in 1951. The steady growth in membership has made it possible to expand the services performed by the Association. As a department of the National Education Association, UBEA is serving approximately 20,000 business teachers who are members of their national professional association. It is estimated that 19,000 business teachers do not belong to any professional organization. This number presents a real challenge for Dr. Woodward and other business education leaders who are concerned with the re-

cruitment of members and a strong voice for business education.

In heading the 10,000 Club, Dr. Woodward will work closely with the many business education leaders who are promoting better business education on all levels through the UBEA. As director of the Student Classroom Services, he will give special attention to the in-training teachers who are eligible to participate in this UBEA sponsored activity. Dr. Woodward will continue to work as SBEA-UBEA membership chairman in Tennessee.

Joint Committee on Tests

The UBEA-NOMA Joint Committee on Tests has been enlarged from four to six members. John E. Whitcraft, State Department of Education, Albany, New York, has been named UBEA's third representative. Also representing UBEA on the committee are Paul S. Lomax of New York University and Clyde W. Humphrey of the U. S. Office of Education, Washington. Harold M. Perry, Colgate Palmolive Peet Company, Robert E. Slaughter, Gregg Publishing Company, and Hugh A. Warner of Philadelphia, are NOMA's representatives. Theodore Kling, educational director of NOMA and Hollis Guy, executive secretary of UBEA are ex-officio members of the committee.

When the committee met in New York on November 13, it was decided to issue a new series of tests in 1952. Sections from previous tests which have proved most satisfactory will be used as a source of guidance and material for the 1952 tests. The job of test revision will be shared by specialists in the subject and employment areas.

The next meeting of the committee will be held on January 29, 1952.

NBE Quarterly

E. C. McGill, immediate past-president of NABTTI is issue editor of the 1951 QUARTERLY which is devoted to teacher education. Mr. McGill and the associate editor, Theodore Woodward, have prepared a splendid number based on the theme "Challenges for Better Business Education." A preview of the articles and contributors appears on the third cover of this issue of the FORUM. The Winter, 1951, QUARTERLY is scheduled for distribution in January.

The Spring Issue of the QUARTERLY will again be devoted to "Research in

Business Education." Viola DuFrain of Southern Illinois University is the issue editor. Dr. DuFrain has invited a number of persons who have done outstanding research to contribute to this issue.

The various editors solicit the cooperation of business teachers and administrators in making the 1952 issues of the QUARTERLY indispensable to educators everywhere.

RESEARCH

Herman G. Enterline, president of the UBEA Research Foundation, is preparing a program of special interest for members of the Foundation who attend the meeting of professional divisions in Chicago.

Under the direction of Paul S. Lomax, research is being continued on the National Business Entrance Tests. The most recent study is that of the "Calculating Machines Test" which is being researched by Mary M. Brady of Madison College, Harrisonburg, Virginia. The study is under the direct supervision of Peter L. Agnew of New York University.

ADMINISTRATORS

Elvin S. Eyster replaces Hamden L. Forkner as president of the Administrators Division of UBEA. Dr. Eyster was elected to the office of vice president in the mail ballot held during the months of May and June. Dr. Forkner has resigned the office to which he was elected in order to give his undivided time to the administrative duties connected with the 1952 meeting of the International Society for Business Education which will be held in New York under the sponsorship of the United States Chapter of ISBE.

NABTTI

"Contributions of Teacher-Training Institutions to the Professional Growth of Teachers" is the theme for the annual convention of the National Association of Business Teacher-Training Institutions which will be held in the Sherman Hotel, Chicago, Illinois, on February 21-23, 1952.

The fellowship luncheon and eight group meetings have been scheduled for

Friday, February 22. Saturday's session will feature a program devoted to effective practices in recruiting prospective teachers for business teacher-training institutions. Olive Parmenter, Bowling Green State University, Ohio; Estelle L. Popham, Hunter College, New York City; and Earl G. Nicks, University of Denver, are in charge of the final session.

AACTE to Meet in Chicago

The annual meeting of the American Association of Colleges for Teacher Education will be held at the Congress Hotel in Chicago on February 21-23. The Saturday program has been arranged in cooperation with the Coordinating Committee of Collegiate Problems in Teacher

Education. Business teacher education is one of several curriculum and special services departments of this committee.

Peter L. Agnew of the Department of Business Education and assistant dean of education at New York University is chairman of the Coordinating Committee.

The following persons are panel members for the special discussion group on business teacher education: *Chairman*—Elvin S. Eyster, Indiana University; *Vice Chairman and Recorder*—Evan R. Collins, president of State College for Teachers, Albany, New York; *Discussants*—Albert C. Fries, director of business education, Northwestern University, Evanston, Illinois; Paul A. Carlson, director of business education, State Teachers College, Whitewater, Wisconsin; E. C. McGill, chairman of the department of business education, Kansas State Teachers College, Emporia; and O. C. Schwiering, dean of the College of Education, University of Wyoming, Laramie.

Presidents, deans, and faculty members of teacher education institutions are cordially invited to this meeting.



*You
Have a
Date*

Sherman Hotel
Chicago, Illinois
February 21-23, 1952

Joint Meeting of UBEA Divisions

- UBEA Research Foundation
- Administration Division of UBEA
- U. S. Chapter, International Society for Business Education
- National Association of Business Teacher-Training Institutions

GENERAL MEETINGS—OUTSTANDING SPEAKERS

DISCUSSION GROUPS ON TIMELY SUBJECTS

*Write to presidents of respective divisions for
further information about meetings, or address:*

HOLLIS GUY, *Executive Secretary*

UNITED BUSINESS EDUCATION ASSOCIATION

1201 Sixteenth Street, N.W., Washington 6, D. C.

ISBE

The 1952 meeting of the International Society for Business Education promises to be one of the most important in the 50-year history of the group. This will be the first time the Society has ever met in the United States. The nine-day meeting is scheduled to open in New York City on August 17.

Each of the UBEA affiliated associations has been invited to participate in the meeting by doing the following things: [1] Send a delegate from the organization to attend the sessions; [2] Send a souvenir which is representative of the state or area for distribution to each of the conference members; [3] Ask the local chamber of commerce, a luncheon club, or some group in the community to issue invitations and sponsor visits to your city for one or more of the foreign delegates.

The U. S. Chapter of ISBE is obligated to make the 1952 meeting a successful one. Plans must be made now for the entertainment of delegates; therefore, affiliated associations which do not hold meetings until later in the year are urged to contact members who may be in a position to assist in this important event.

AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

Affiliated Associations

Akron Business Education Association
Alabama Business Education Association
Arizona Business Educators' Association
Arkansas Education Association, Business Section
California Business Education Association
Chicago Area Business Educators' Association
Colorado Education Association, Commercial Section
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Houston Independent School System, Commercial Teachers Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Inland Empire Commercial Teachers Association
Iowa Business Teachers Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business Education Section
Montana Business Education Association
Nebraska State Education Association, District I and District IV Business Education Sections
New Hampshire Business Educators' Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Business Education Section
North Dakota Education Association, Commercial Education Section
Ohio Business Teachers Association
Oklahoma Commercial Teachers Federation
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
St. Louis Area Business Education Association
South Carolina Business Education Teachers Association
South Dakota Commercial Teachers Association
Tennessee Business Education Association
Texas State Teachers Association, Business Education Section
Tri-State Business Education Association
Utah Education Association, Business Education Section
Virginia Business Education Association
Washington, Western Commercial Teachers Association
West Virginia Education Association, Business Education Section
Wisconsin Business Education Association
Wyoming Business Education Association

BUSINESS EDUCATION IN THE SOUTHERN REGION



Executive board members of the South Carolina Business Education Teachers Association and Hamden L. Forkner of Teachers College, Columbia University, were guests of Winthrop College at a dinner session held prior to the annual meeting. Present were (left to right, front row) Teresa Price, Harold Gilbreth, Eleanor Patrick, Hamden L. Forkner, Clarina Cornwell; (back row) J. H. Alison, Guy Propst, Elizabeth O'Dell, Thelma Gaston, Dorothy McLeod, Elise Etheredge, and Mrs. H. B. Gilbreth.

South Carolina

The third annual conference of the South Carolina Business Education Teachers Association was held in Rock Hill, November 3, with 125 business educators and school administrators in attendance. Eleanor Patrick, president of the association, presided.

The guest speaker, Hamden L. Forkner of Teachers College, Columbia University, spoke on "The Business Curriculum in South Carolina." He stated that the main goal of any curriculum should be to prepare students to become good members of society. "The greatest danger to America today," he continued, "is apathy toward those things that are unethical. All persons should be taught to feel concern and to have the courage to do something about it." He emphasized the importance of courses in basic business and transcription taught by well-trained teachers.

Dr. Forkner said, "Employers want correct letters quickly prepared, which can be accomplished only as result of good business English background and the ability to save time by learning to do more in less time." His definition of education is "... those things which change the way we think and act."

Georgia

At the annual meeting of the Georgia Business Education Association, Sixth District, held at Macon, October 15, Donald C. Fuller of Georgia State College for Women addressed the group on "Motivation of Elementary Typewriting." Dr. Fuller discussed the results of various tests which have been used in typewriting classes in an effort to determine the basic motivation element.

Mary Vance of Mercer University reported on a study made by the State Re-

search Committee. The group approved the following recommendations: (1) That typewriting speed tests should be cut from fifteen to ten minutes and (2) that shorthand tests should be graded on a mailable standard.

A motion was passed to re-elect the present officers, Jane White, director; and Frances M. Resseau, secretary-treasurer. Margaret Echols was named to fill the newly created office of vice director and Albert Ross, research chairman, was re-appointed.

SBEA

Gladys Peck, State Supervisor of Business Education, Baton Rouge, Louisiana, was elected president of the Southern Business Education Association at the meeting held in Gulf Park, Mississippi. Miss Peck was named to the Executive Committee in 1950 and has served as UBEA-SBEA membership chairman in Louisiana for the past two years.

Other officers elected for 1952 are Frank Herndon, University of Mississippi, first vice-president; and Kenneth Dunlop, Salisbury (North Carolina) Business College, second vice-president. The secretary and treasurer of the association will be appointed by the new executive committee.

The following state representatives were elected for a three-year term: *Alabama*—Lucille Branscomb, State Teachers College, Jacksonville; *Arkansas*—Getha Pickens, Senior High School, Little Rock; *Georgia*—Ernestine Melton, Adult Education School, Columbus; and *Florida*—Mary Crump, Jones Business College, Jacksonville. Bessie Jenkins of Brookhaven, Mississippi, was elected to the unexpired term of the former Mississippi representative. Other state representatives are Elizabeth O'Dell, University of South Carolina, Columbia; Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee; Merle Landrum, Longwood College, Farmville, Virginia; Cloyd Armbrister, Concord College, Athens, West Virginia; Vernon A. Musselman, University of Kentucky, Lexington; and Rowena Wellman, Women's College, University of North Carolina, Greensboro.

The theme of the 1951 convention was "Business Education Services During Mobilization." James L. McCaskill, director, Legislation-Federal Relations, NEA, Washington, was the keynote speaker. D. R. Matthews, director, Alumni Affairs, University of Florida, addressed the group at the banquet. His topic was "Some Essentials of Democracy."

Next year's convention will be held in Atlanta, Georgia.

BUSINESS EDUCATION IN THE WESTERN REGION

WBEA—California

"Western Business Educators Face Facts" is the theme of the joint convention of the Western Business Education Association and the California Business Education Association scheduled for April 7 and 8, 1952, at the Claremont Hotel in Oakland. Eleanor Jensen, Convention Chairman, and the Program Committee working with Blake Spencer are planning an outstanding professional program.

Three nationally known speakers with Hamden L. Forkner of Teachers College, Columbia University, New York City, will highlight the general meetings. The section chairmen are planning programs featuring down-to-earth presentations on new equipment needs, recent research in the field, demonstrations, newer methods, and classroom materials. Section leaders are all nationally known business educators, and meetings will be held on the following subjects:

Typewriting—*Chairman*, Marion Lamb, Sacramento State College

General Business—*Chairman*, Marsdon A. Sherman, Chico State College

Bookkeeping—*Chairman*, George Duval, Supervisor of Business Education, Curriculum Division, Los Angeles Public Schools

Shorthand—*Chairman*, Eleanor Skimin, San Francisco State College

Business Machines—*Chairman*, Kenneth Knight, Metropolitan Junior College, Los Angeles

Distributive Education — *Chairman*, Willis Kenealy, Regional Supervisor, Los Angeles

New Developments in Visual Aids—*Chairman*, Cletus Zumwalt, Modesto College

The Claremont Hotel offers ample space for the exhibitors, and time has been allotted on the program for exhibit visitors. President Sherman and WBEA members plan a dinner meeting April 7 that will be most unusual. The Hospitality Committee has scheduled an open house for the opening night, April 6, on the beautiful Lido Deck which will give everyone an opportunity to renew old acquaintances and make new friends. Tours of San Francisco's famous Chinatown and a Bay Area cruise on beautiful San Francisco Bay are additional features planned for the entertainment of convention members.

Washington

The Central Washington Business Association fall meeting utilized local membership talent to the maximum and satisfied a desire held by business teachers in this central section of Washington for an opportunity to formally exchange ideas and successful teaching practices.

The fall meeting, held November 17 on the campus of Central Washington College of Education, Ellensburg, was built and successfully completed with the theme "Teacher Tells." Under the chairmanship of J. Newton Morris, Richland, and assistant chairman, Thelma Booth of Fife, five minute reports were presented in which the business teachers explained and outlined briefly classroom-tested procedures which they used in successful business teaching in the schools of the state. Other teachers who participated are: Luna Deane, Waterville; Janet Houtchens, Wenatchee; Katherine Kramick, Coulee Dam; Hilda Mesiek, Wapato; Bob Schmelzlee, Yakima; Dave Schoessler, Yakima; Anna B. Shuck, Ellensburg; and Louisa Smith, Grandview.

Carl Olafson, Yakima, spoke on "The Beginning Bookkeeper" as seen by a certified public accountant in actual business. Stella Vann, Quincy, introduced Mr. Olafson. The tachistoscope, one of the more recently developed teaching aids in typewriting, was demonstrated by Vere De Voe, Wenatchee and Louis Glist of the Keystone View Company.

As a result of the business meeting under the able direction of President Evelyn Russell, Naches, plans were made to invite the administrators to the spring meeting which will be held in April.

Eugene J. Kosy, Helen Mary Gould, and Alva Treadwell of the Business Education Department of Central Washington College were hosts at an informal coffee hour preceding the meeting.

Arizona

The Arizona Business Education Association held its annual meeting on November 2-3, 1951, in Tucson. Bill Saban of Glendale High School presided.

John N. Given, director, Metropolitan Junior College, Los Angeles; and Marsdon A. Sherman, Chico (California) State College were the guest speakers. Mr. Given addressed the group on "Six Assumptions and How They Grew." Dr. Sherman, president of WBEA, spoke on "Wishful Thinking Versus Useful Action."

Kansas

The Kansas Business Teachers Association held its annual convention in Wichita on November 2, 1951. During the morning session, which was held in the Innes Auditorium, Vice President John N. Payne, Hutchinson, presided. Stella Pajunas Garnand, world's typewriting champion of Garden City, presented a demonstration through the courtesy of the International Business Machines Corporation. Edwin Hooper of the Garden City Junior College was chairman of a panel on "Building Business Personalities Through Business Education." Members of the panel were Dean Frank T. Stokton, University of Kansas, Lawrence; F. R. Wake, University of Kansas, Lawrence; John Groth, Salina High School; Eunice Ward, Seaman High School, Topeka; Walter L. Feldner, Jr., Fourth National Bank, Wichita; Sister M. Evelyn, St. Mary's High School, Wichita; M. J. Little, Kansas State Teachers College, Pittsburg; and Everett Fuller, Pratt Junior College.

At noon the group enjoyed a luncheon at the Allis Hotel, after which a program was presented. The president, Loda Newcomb, University of Kansas, Lawrence, presided. K. Wade Bennett, director of personnel, Macy's, Kansas City, Missouri, was the guest speaker. His subject was "Human Relations in Business." E. C. McGill of the Kansas State Teachers College, Emporia, told about the organization of the Mountain-Plains Region of UBEA at a meeting on August 3 and 4 at the University of Denver.

The following officers were elected: president, John N. Payne, Senior High School, Hutchinson; vice president, Reuben J. Dumler, St. Johns College, Winfield; secretary-treasurer, Nora Stosz, North High School, Wichita; executive secretary, Katherine Snair, High School, Olathe; Northeast representative, Donald Brown, Clay Center; and Northwest representative, Irene Tinkler, High School, Beloit.

Nebraska

Kenneth Hansen, Colorado State College of Education, Greeley, was guest speaker at the fall meeting of District 1, Nebraska State Education Association. Dr. Hansen spoke on "The Professional Business Teacher." The meeting was held in Lincoln on October 25, 1951.

Frieda D. Rowoldt of Fairbury Junior College, Fairbury, presided at the busi-

ness meeting at which the following officers were elected to serve for the ensuing year: president, Nonda Herman, University of Nebraska, Lincoln; vice president, Angelina Lemon, Waverly High School, Waverly; secretary-treasurer, Lois Williams, Milford High School, Milford.

A panel discussion on "Are We Making Office Practice Realistic?" was the feature attraction for the afternoon session. Members taking part in the panel were Elsie Jevons, University of Nebraska, chairman; Max Garrelts, Farmers Alliance Insurance Company, McPherson, Kansas, NOMA representative; Jessie Givens, Lincoln School of Commerce, Lincoln, business teacher; and Wilma Sawyer, Beatrice High School.

Jane Stewart, The University of Nebraska, Lincoln, is UBEA State Director. Gertrude Knie of the same college is secretary of the newly organized Mountain-Plains Business Education Association.

At the October 25 meeting of District IV, Business Education Section of the Nebraska State Education Association, the members present voted to apply for affiliated status with UBEA.

Officers elected for 1952 are: Chairman, Alfreda Clark, Hastings; secretary, Donald F. Smith, Cozad; and UBEA delegate, Alfreda Clark, Hastings.

The speaker for the meeting was Albert C. Fries of Northwestern University. Dr. Fries spoke on "I Want To Be Employable." The group met for dinner at the Fort Kearney Hotel in Kearney.

North Dakota

James Fagerstrom, Central High School, Grand Forks, was elected chairman of the Business Education Section, North Dakota Education Association, at the meeting held in Bismarck on October 18-19, 1951. Other officers elected are: John Yonkers, Bismarck, vice chairman; and Rita Ballantine, Rugby, secretary.

Two members of the association—Dorothy Travis of Grand Forks, and O. A. Parks of Bottineau—brought honors to the group through their election to important positions in the profession. Miss Travis is the 1951-54 representative of the Mountain-Plains Region on the UBEA Executive Board. Mr. Parks is membership director for the Mountain-Plains Business Education Association.

St. Louis Area

The St. Louis Area Business Education Association has become an affiliate of UBEA. The 1951-52 officers are Brother J. Alfred, FSC, Christian Brothers College, president; Vera Meyer, Hadley Technical High School, vice president; (Mrs.) Helen S. Peters, Riverview Gardens High School, secretary; and George L. Smith, Dunbar Elementary School, treasurer. The following persons are members of the executive board: E. W. Alexander, principal, Central High School; Esther Diercks, Rubicam Business School; Eleanor Summers, Wellston High School; Florence McDermott, Soldan-Blewett High School; and Elsa Brase, Maplewood-Richmond Heights High School. Miss Brase is the immediate past-president of the association.

EASTERN REGION**Maryland**

The following persons are the newly elected officers of the Maryland Business Education Association: L. Blanche Stephens, Towson High School, Towson, president; Helen T. Hearn, coordinator of business education, Department of Education, Baltimore, vice president; Vallie B. Warehime, High School, Manchester, secretary; and Margaret Lotz, High School, Clarksville, treasurer.

Carroll S. Rankin of Baltimore Junior College is the retiring president.

Edward H. Goldstein of Forest Park High School, Baltimore, extended greetings from UBEA and spoke about the importance of belonging to the profession.

CO-OPERATING ASSOCIATION**Delta Pi Epsilon**

J. Marshall Hanna of the Ohio State University was elected president of Delta Pi Epsilon at the meeting of the National Council held at Northwestern University, November 8-10. Delta Pi Epsilon is a national honorary graduate fraternity in business education.

The following were also elected to serve as officers for two years: Vice president, Earl G. Nicks, University of Denver; secretary, Mary Connelly, Boston University; treasurer, Theodore Woodward, George Peabody College for Teachers at Nashville; historian, Dorothy H. Veon, Pennsylvania State College; and a member of executive board, M. Herbert Freeman, New Jersey State Teachers College at Paterson.

California Southern Regional Convention

Approximately seventy-five representatives of chapters in southern California sent representatives to the Southern Regional Convention which was held at El Camino College on October 27.

Following the official opening of the meeting, Dr. Forest G. Murdock, president of the college, spoke to the representatives on "Youth Today, Business Leaders Tomorrow." J. H. Martin, state sponsor, also spoke to the representatives.

The following chapters answered the roll call: East Los Angeles Junior College, El Camino College, Redondo High School, Huntington Beach High School, Torrance High School, Redondo Union High School, Rosemead High School, San Pedro High School, Wilfey High School, Los Angeles High School, and Excelsior High School.

Excelsior High School became the thirty-sixth chapter organized in California when its charter was officially granted at the Southern Regional Convention.

Representatives attended workshop sessions to discuss problems of organization, successful projects, and program planning. Chairmen of the workshop groups were Elizabeth Costamagna, Redondo Union High School; Porter Thompson, El Camino College; and Jimmy Barsughly, East Los Angeles Junior College. Al Dieda presided at the general session.

The slogan of the California State Chapter is "52 in '52." Plans are nearing completion for the annual state meeting which will be held in Salinas.

University High School Chapter Formally Installed

The University High School (LSU) Chapter of Future Business Leaders of America was formally installed by a team of seven members from the Istrouma High School Chapter on the evening of October 15 in Peabody Hall, on the L. S. U. Campus.

The impressive installation ceremony was preceded by a short message from the University High chapter president, Nova Cox, in which she outlined the activities of the chapter up to the point of the installation ceremony. After the National FBLA ritual, the Istrouma team installed

(Continued on next page)



Officers of the Jenks (Oklahoma) High School Chapter are (left to right) Dewey Lane, reporter; Nancy Lucas, vice president; Joan Carlin, president; Helen Martin, treasurer; and De Wanda Davis, secretary.



Fiesta was observed by the officers and members of the chapter at Edgewood High School, San Antonio, Texas. Officers of the chapter are (left to right) Rosie Rosales, president; Ramiro Rosales, vice president; Rebecca Contreras, treasurer; Mrs. C. L. Davis, sponsor; Virginia O'd, secretary; Mr. Ed Duckworth, co-sponsor; and Ina Dixon, reporter.

Horace Mann High School Chapter Visits a Community Club

The old saying of "All things come to those who wait but you have to hustle while you wait" has been proved again by the FBLA chapter of Horace Mann

High School, Gary, Indiana. For three years we have wished, worked, and waited for an opportunity to interest the Business and Professional Women's Club of Gary in FBLA. This year, we received

(Continued on next page)

Scholarship Fund

The South Carolina FBLA Chapter has established a scholarship fund which will be available to a member of the state chapter who graduates at the end of this school year. The fund was authorized at the meeting held in Columbia last spring and the terms under which the loan may be secured will be announced at the next meeting or by a special release to chapters.

Five-hundred dollars has been set as the maximum amount which may be loaned to a person for use during the first year in college. The loans will be in charge of a committee composed of the president and sponsor of the state chapter, a chairman, and one additional person. Miss Lula Royce, sponsor of the Columbia High School Chapter, has been named chairman of the committee.

Horace Mann High School

(Continued)

an invitation from their education committee to participate in one of their programs. They asked the chapter to give a skit but we immediately saw that this was the long sought opportunity to bring our chapter before them and asked if we might conduct a round table on FBLA. President Bonnie Holifield led a very interesting discussion on "What is FBLA?" "How FBLA Developed," "Why Business Students Belong to FBLA," "How FBLA is Financed," "FBLA Membership," "Chapter Projects," "The Purposes," and "The Creed."

A copy of the FBLA Creed was placed by each dinner plate on the table. In addition, an exhibit was arranged on one of the tables. The exhibit included a display of the FBLA pin, the membership card, a copy of the FBLA Handbook, copies of the FBLA Forum, and several awards that the members have won in typewriting, shorthand, and bookkeeping.

A panel discussion on "Are We Measuring Up to Our Educational Opportunities?" followed our part of the program. The coordinator of school and industry, the owner of a personnel service, and a librarian discussed this subject in a very interesting manner.

At the conclusion of the meeting the chapter received two very definite offers of help and the assurance from other members of their interest in our chapter activities. One member who has had considerable experience with an employment agency offered to stage an interview for us. Her offer was accepted for the next regular meeting.

Ponchatoula Chapter Entertains Teachers' Workshop

The Ponchatoula (Louisiana) FBLA Chapter has been quite active this summer and fall. At the vacation-workshop for business teachers in Mandeville, it presented the following program: [1] A pantomime of the Louisiana business teachers' bus trip to Pittsburgh, Pennsylvania; Washington, D. C.; and Lexington, Kentucky. [2] The formal installation of its chapter officers which was conducted by Miss Gladys Peck of the State Department of Education. [3] A model business meeting of the Ponchatoula Chapter.

At the regular meeting in September, Mr. C. Paul Phelps, a local lawyer, spoke informally to the group. There was a lengthy discussion about the skill training necessary for a good stenographer or secretary.

The annual FBLA "Hep" dance was held on September 14, after the Ponchatoula-Franklinton football game. This project was financially and socially successful. The chapter plans to use the funds to promote its 1951-52 project.

University High School

(Continued)

Nova Cox as president of the University High Chapter; and Nova, in turn, administered the oath of office to the other officers: Martha Nettles, vice president; Anne Hatfield, secretary; Betty Harris, treasurer; and Evelyn Farris, reporter. This installation was followed by the FBLA Pledge, recited in unison by the nineteen members of the chapter.

Accompanying the installation team from Istrouma were the two faculty advisors, Mrs. Lillian Carter and Mrs. Merelle G. McGehee, who were presented to the group by Nova Cox. Then Mrs. Otto Claitor, Mr. Ernest Gueymard, and Mr. G. B. Batte of the University High School were presented, and Mrs. Claitor gave a very interesting and entertaining talk in their behalf. Each initiate then presented his parents, after which Mr. Batte spoke in behalf of the parents.

Present at the meeting were also the presidents of four other clubs of University High—Y-Teens, Hi-Y, Key Club, and U-Club. Assisting with the reception which followed the installation were Mrs. T. Hillard Cox, mother of the president of the Chapter, and Mrs. B. L. Nettles, mother of the vice president.

Mr. A. E. Swanson, principal of University High School, and Mrs. Louise Beard, business teacher, are faculty advisors of the chapter.

Illinois Executive Board

The Illinois Executive Board meeting of the FBLA was held in the Decatur High School, Saturday, November 17. Nine schools were represented at the meeting.

Plans were made for the state conference which will be held at the Leland Hotel in Springfield, March 28 and 29. Each Chapter is given specific committee assignments for the spring convention.

In the absence of President Robert Bunday and Vice president Ruth Moore; Joan Davidson, secretary of Naperville Chapter, conducted the meeting with Robert Stickler, State Advisor, acting as moderator. The vice president was made chairman in charge of the Annual Spring State Conference.

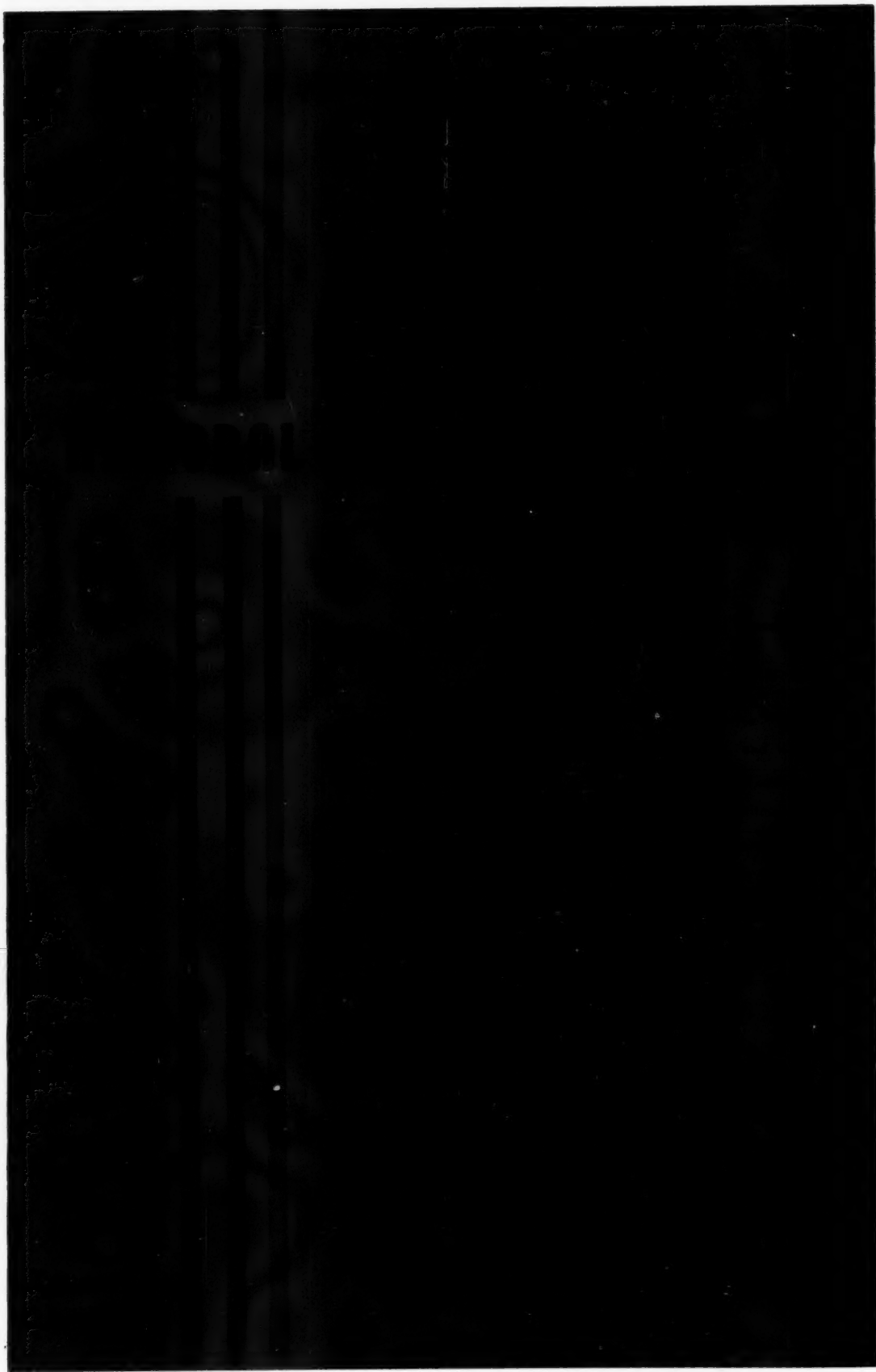
The motion was passed by the board that only junior students be eligible for the state offices in the future.

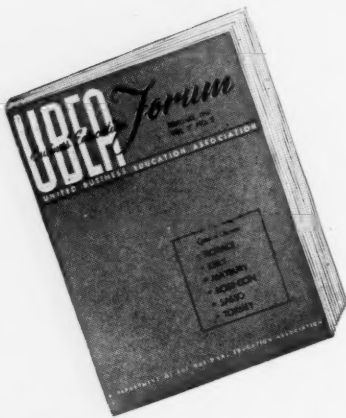
Each F.B.L.A Chapter in the state is requested to mail a complete annual report to the secretary by March 15. These reports will be assembled for a complete state file, and each club will receive a copy of the report at the spring conference.

● Gail Hevener, Rosemary Kendrick, Judy Kennedy, Margo Boltwood, and Carolyn Cripe of the FBLA Chapter at George Washington High School in Alexandria, Virginia, are part-time employees at FBLA headquarters in Washington. Saturdays and holidays usually find the five FBLA members and three or four of the UBEA staff members on the job to serve you.

Index to Advertisers

Dick Company, A. B.	41
Ginn and Company	34
Gregg Publishing Company, The 26 & 39	
International Business Machines .	5
Monroe Calculating Machine Company, Inc. 2nd Cover	
International Business Machines	5
Pitman Publishing Corporation....	38
Remington Rand Inc.	25
Royal Typewriter Company, Inc.	6
South-Western Publishing Company	36
Students Typewriting Tests	42





**FEATURED IN
Business Education
(UBEA) Forum**

- Oct. Shorthand
- Nov. Typewriting
- Dec. Bookkeeping
- Jan. Teaching Aids
- Feb. General Clerical
and Machines
- Mar. Basic Business
- Apr. Distributive
Occupations
- May Cooperation with
Business



**FEATURED IN
The National Business
Education Quarterly**

- Oct. General Issue
- Dec. Business Teacher
Education
- Mar. Research in
Business Education
- May Problems in the
Administration of
Business Education

UNITED BUSINESS EDUCATION ASSOCIATION
A Department of the National Education Association

The United Business Education Association

*deserves the active support of all business
teachers in its program to*

Promote better business education

UBEA is a democratic organization. The policies of the association are made by a Representative Assembly composed of delegates from the affiliated associations. Any member of **UBEA** may attend the annual meeting of the assembly, but only delegates have voting privileges. Fifty state, area, and regional associations of business teachers are affiliated with **UBEA**.

UBEA's Executive Board (National Council for Business Education) is elected by mail ballot. Three board members represent each of the five districts. This group acts for the Representative Assembly in executing policies of the association.

UBEA has four divisions—Research Foundation; Administrators Division; National Association of Business Teacher-Training Institutions; and the U. S. Chapter, International Society for Business Education. The Divisions elect their own officers, hold conventions, and work on problems in their respective areas of interest. Members of the Divisions are also known as professional members of **UBEA**.

UBEA sponsors more than 500 local chapters of the Future Business Leaders of America, the national youth organization for students in colleges and secondary schools enrolled in business subjects.

UBEA owns and publishes the *Business Education (UBEA) Forum* and *The National Business Education Quarterly*. The twenty-four *Forum* and *Quarterly* editors, each a specialist in his field, provide the readers with down-to-earth teaching materials.

UBEA cooperates with other professional associations, organizations of businessmen, and Federal agencies in projects which contribute to better business education.

UBEA provides a testing program in business subjects—Students Typewriting Tests, and the National Business Entrance Tests which is published and administered by the **UBEA-NOMA** Joint Committee.

MEMBERSHIP RATES

Regular—Including full active privileges in the association and a year's subscription to the *Business Education (UBEA) Forum* and special membership releases **\$3.00**

Professional—Including full active privileges in **UBEA** and the four **UBEA** Professional Divisions: Research Foundation, Administrators Division, National Association of Business Teacher-Training Institutions (individual), and U. S. Chapter of International Society for Business Education; also a year's subscription to *Business Education (UBEA) Forum*, *The National Business Education Quarterly*, bulletins, and special membership releases **\$ 6.00**

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